



*Our Only Hope: Why Rural Schools  
Matter*

**Mara Casey Tieken<sup>1</sup>**  
*Bates College*

**Introduction**

Schoolhouses dot the rural roads of Arkansas, one rural schoolhouse for each rural town. The big towns, the towns with people on sidewalks and cars filling parking lots, always have a school nearby, a school busy with idling buses and noisy children. In these towns, I hear how important that school is to that community, how, really, it just is the community. In the other towns, the towns with empty schoolhouses, often, little else remains. After they lost their school, people explain, things just kind of closed up, and the community left. These rural schools, it seems, play a role little mentioned in the debates about education reform. These schools define these communities, giving them a texture and a substance, boundaries and meaning.

*(Continued on Page 3)*

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<sup>1</sup>Mara Casey Tieken (Ed.D., Harvard Graduate School of Education, 2011) is Assistant Professor of Education at Bates College in Lewiston, Maine. Her dissertation, chaired by Mark Warren, was a finalist for the Politics of Education Association's Outstanding Dissertation Award for 2011-2012. A book based on this dissertation is forthcoming from the University of North Carolina Press in 2014.

*Message from the President*  
**Bonnie Fusarelli**  
*North Carolina State University*

As the 2012-13 academic year begins to wind down, we are pleased to be publishing the spring issue of the *PEA Bulletin*. Once again, Kyle Ingle and Ann Allen have put together an interesting issue featuring the work of politics of education scholars. We are deeply indebted to them for the time, energy, and creativity they invested in putting together such an engaging issue.

We are looking forward to an exciting conference at AERA in San Francisco! Many members of PEA will be in attendance, and research on the politics of education is featured prominently throughout the program (Please see the report from Tamara Young, PEA's 2013 AERA Program Chair). I encourage you to attend as many of the PEA sessions that you can. Please join me in thanking Tamara Young and the review committee who helped build such an excellent program. The 2013 Reviewers included: Peter J. Cistone, Christopher B. Crowley, William R. Doyle, Lance D. Fusarelli, Carolyn D. Herrington, Huey-Li Li, Jane Clark Lindle, and Julie K. Meredith.

I would like to thank all the officers and colleagues who have worked so hard throughout the year on the multiple awards and program committees.

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### PEA Business Meeting

Date: Tuesday, April 30

Time: 7:15 pm – 9:15 pm

Place: Westin St. Francis,  
Second Level - Elizabethan A

### Division L Business Meeting

Date: Sunday, April 28

Time: 6:15 pm – 7:45 pm

Place: The Westin St.  
Francis, Mezzanine Level -  
Colonial



### *President's Report*

(Fusarelli, continued from page 1)

There are too many to list, but your service is greatly appreciated and valued. Of particular note is the dedication of Carol Karpinski, Chair of the Dissertation Award Committee and the committee members that included: Gerardo Lopez, Brendan Maxcy, David Tandberg. They had the difficult and time-consuming task of selecting the very best dissertation on the politics of education.

The 2013 PEA Dissertation Award winner is Kim Curtis from The University of Maryland for her dissertation: *The Politics of Non-incremental School Finance Reform: A Case Study Analysis of Vermont's Act 60 as a Test of Mazzoni's Arena Model*. Congratulations to Kim and to Betty Malen who served as her dissertation chair! We want to also congratulate Jonathan Gyurko from Columbia University and his dissertation chair, Jeffrey Henig for an Honorable Mention for his dissertation titled: *Teacher Voice*. Kim and Jonathan will be recognized at the PEA Business meeting at AERA.

The business meeting will be on Tuesday, April 30, 2013 from 7:15-9:15 PM at the Westin St. Francis, Second Level - Elizabethan A. At the business meeting we will have a dynamic presentation by Dana Mitra titled: "Opting Out of State Assessments." Please join us. It will be a wonderful opportunity to reconnect and plan for the future!

I look forward to seeing you there!

Sincerely,

Bonnie Fusarelli



### *Our Only Hope*

(Tieken, continued from page 1)

Many education researchers and practitioners recognize the institutional promise that schools might hold for their communities—re-conceptualizing, for example, schools as providers of medical services or classes for adults (Dryfoos, 1996; Warren, Hong, Rubin, & Uy, 2009). But in many rural communities, the relationship between community and school seems more fundamental, less about services and more about fellowship and identity, about equity and opportunity, about shared histories and common futures. The close relationship shared by rural community and rural school is well-documented historically (Hanifan, 1916; Peshkin, 1978; Tyack, 1974): from the log cabin frontier schools of white settlers moving westward (Zimmerman, 2009) to the schools of rural African American communities across the plantation South (Anderson, 1988; Walker, 1996), rural schools have long sustained the cultural, social, and economic well-being of their surrounding communities. And still today, it appears that in many rural communities, the school *is* the community. Much more than medical services and nighttime GED classes, this relationship is about gymnasiums packed on Friday nights, about traditions spanning generations, about the life of a community. It is about everything that could be lost with the closure of a school.

But we—policymakers and academics—often overlook these rural schools and communities, focusing instead on urban schools and urban communities (Bryant, 2010; Thomas, Lowe, Fulkerson, & Smith, 2011). Though 56 million Americans live in rural communities (Johnson, 2003) and rely upon their rural public schools, these children, these residents, and these schools are mostly absent from current education policy debates (Bryant, 2010; Haas, 1990; Isserman, 2007; Kannapel & DeYoung, 1999; O'Hare, 2009; Strange, 2011) and missing from much of the education research (Arnold, Newman, Gaddy, & Dean, 2005; Coladarci, 2007; Sherwood, 2000). We overlook how these schools may define and sustain their communities, and we overlook, too, the threat

that today's educational policies can present for these rural schools and their communities.

This qualitative study explores the roles that public schools play in two rural Southern towns—Delight and Earle, Arkansas. It documents the complicated ways in which schools shape the racial dynamics of their towns and nurture the communities that surround them. Offering a nuanced understanding of this important and complex relationship, this study argues for a more contextual approach to education policymaking and throws into sharp relief the possibilities for this relationship in urban contexts, too.

### **Methodology**

This study uses portraiture—a method “designed to capture the richness, complexity, and dimensionality of human experience in social and cultural context” (Lawrence-Lightfoot & Davis, 1997, p. 3)—to examine the complex relationship between rural school and community. It incorporates portraits of two rural communities in Arkansas, a predominantly rural state (Moneyhon, 1997) with a long history of complicated race relations and contested educational policies. Delight, a town of 311 tucked in the piney hills of the southwestern corner of the state, is a product of the timber industry, though its mills are now shuttered. The district's one public K-12 school, located in the town of Delight, serves six neighboring towns, some all-white and some all-African-American. According to Arkansas's Act 60, with its low enrollment, the district—and its school—is under threat of consolidation and closure. On the other side of the state, laying in the rich floodplains of the Mississippi River, is Earle, a town of about 3,000 residents, 75 percent of them African-American. Though cotton covers much of the area, with the corporatization and mechanization of agriculture, farming employs few. Nearly all of the children in Earle's three schools—an elementary, middle school, and high school—are African-American; most white children have chosen to enroll in whiter districts or private schools. Earle's public schools have struggled to make Adequate Yearly Progress under the No Child Left Behind Act, with the high school feeling this pressure most acutely. Both Delight and Earle both

have low average household incomes and a lack of ready employment, but they differ along important demographic and economic dimensions, speaking to their divergent histories and geographies and suggesting a variety of narratives about place and school.

This study relies upon interview and observational data collected over two-and-a-half years of extended trips to Delight and Earle. During these trips, I completed 69 tape-recorded interviews with community members, both students and adults from a variety of demographic, racial, and professional backgrounds, and spent hundreds of hours observing both school and community events. This interview and observational data form the basis of the portraits, generating a more complete understanding of the roles of the school in each community. Together, these portraits suggest broader narratives that explain how rural schools shape the racial dynamics of rural locales and create and sustain their particular communities; they underscore, too, the threat that many rural residents feel recent school reform policies pose to their schools and, therefore, their communities.

## Findings

### *A portrait of Delight: Home is where the heart is*

The story of Delight begins at a Friday night basketball game—a small gymnasium tucked deep in the Arkansas darkness, a hot loud gym packed with families, both black and white, watching a team, both black and white, run and jump and sweat across a sticky gymnasium floor. In Delight, the school—as the area’s social and economic “center,” as the “community hub” and “focal point,” as one of its few institutions—serves as a forum, a common space for people to gather and interact. Through these interactions, the school builds a network of relationships. Serving generations of students and fostering alumni loyalty, it maintains long-standing ties and builds new ones, creating a network “like family.” And because it is the largest employer and most important customer in the area, it sustains the small cluster of businesses and associations that surround this network. The school—its walkways lined with Bulldog pawprints, its handbook filled with dress codes and rules reflecting the

community’s sense of morality, and its year filled with tradition after tradition—gives these dense social and economic relationships a collective, recognized identity. And, though the school is a stabilizing force that maintains and brands this community, it also causes change; through reorganizations like desegregation and consolidation, the school has forced Delight to expand the boundaries of this identity, bringing a measure of integration to an area of the country still quite segregated. I see black students and white students hanging out after school, I watch black parents and white parents gossip while watching the basketball game, and I hear, again and again, “Black, white, whatever, people get along.” This integration is imperfect, incomplete—students describe both racial cliques and cross-racial friendships, and residents explain the complicated ways in which race both does and doesn’t matter—though it is something, a start, both unique and valued. Delight is “just a good place to live,” a parent explains. “It’s down home Arkansas. You don’t really expect it to be as open, as free and friendly as it is.” But this school is threatened. As determined by the state’s Act 60, the district is under-enrolled and risks consolidation with a neighboring, rival district, a move that could close the school. This threat hangs heavy over Delight, with residents well aware of all that could be lost with the loss of their school.

### *A portrait of Earle: The tie that binds*

Old plantation homes, shuttered businesses, and the thin edge of railroad tracks line the drive into Earle. At the edge of town sits Dunbar; at one time, back during segregation, it was the town’s “black school”—an institution valued for its caring teachers, the “center of black culture” in the town. Now, nearly 40 years later, it is the district’s middle school, and, with its crumbling facilities, its all-black student body, its focus on college and achievement, it appears little changed. The intervening years have seen dramatic transformation, though: a school desegregation that temporarily closed Dunbar and cost the black community its cultural “center,” a declining cotton industry that cut jobs and hurt its economic base, a “gradual exodus” of white families that left the three schools with only a handful of white students,

and academic struggles that labeled these schools as “failing,” “gone to pot,” full of “underachievers.” Yet another narrative, a narrative distinct from this story of decline and loss, is also told about these years. During the 1980s and 1990s, “the power of the town changed hands,” as black leaders were elected to the school board, which appointed a black superintendent and hired black principals and teachers; the schools soon became an important source of black political power in a context still controlled by white interests. They are also an important source of hope for a black community still convinced of the potential of a good education; the town needs these schools, needs the college and economic stability they promise, needs them “to become the hero of the day.” And so, the schools also play an aspirational role in Earle, as residents hope for a different, better future for the community. But here, too, “the state” looms large, pulling control over these schools from the community, threatening the schools with academic sanctions and closures. “They’ve been gunning for this school,” a resident tells me: “we’re fighting for survival.”

*Narratives of rural education: Race, community, and reform*

Looking across these two communities, broader narratives of rural schooling emerge, showing the important and unexpected ways in which these rural schools shape their communities and underscoring the need for a more nuanced understanding of a school’s influence. The first is a narrative about race and a school’s potential to reinforce racial divisions or to bridge these divides. While in Earle the schools are used to separate white community from black, playing a role long assumed by conflict theorists (Anyon, 1981; Bowles & Gintis, 1977; Duncan, 1999; MacLeod, 2004), Delight’s school presents a much different function—the school as a means of integration. Why these schools play such different roles is likely tied to the moment of desegregation itself—that Delight’s superintendent, for example, explicitly and openly welcomed black students, or that a number of private schools are located near Earle. But even more important may be a deeper history. Earle’s plantation past casts a long shadow over the town; the town grew up around an economic structure that relied upon racial separation

and exploitation, first through slavery and later with sharecropping. Desegregation—only tepidly supported, uneven in its burdens—could do little to dismantle a history so ingrained. Delight, however, a town sustained by the relatively horizontal timber industry, never had these deeply rutted divisions; though black and white lived in separate neighborhoods and attended separate churches, there was less of a power differential to maintain. And so, here, the school—an institution singular in its importance and reach—bridges racial lines. In our current era of school re-segregation (Orfield & Lee, 2004), Delight defies the odds; here, *Brown* worked. Together, these schools and their communities speak to the factors that foster and frustrate integration.

Yet these rural schools do not simply motivate a town’s racial edges. They also define its substance; they construct a community, a unit greater and more meaningful than the simple collection of individuals. Though many sociologists and academics argue that “community” is a victim of urbanization (see, for example, Bender, 1978; Putnam, 2000), in Delight and Earle, “community” is very much alive and well. “Community” means different things in each town—in Delight, the “community” includes the six small towns, some white and some black, circumscribed by the school district’s lines, while in Earle, the “community” is the black community, the families whose students now make up the schools’ population. But, in both towns, it’s the schools that create this community by fostering social interaction (Hillery, 1955; Wilkinson, 1991), attaching this community to a particular place (Keller, 2003; Wilkinson, 1991), and providing concrete, official borders.

It is not simply school attendance that makes a community, though. The schools of these towns write a community with a particular substance. In Delight, the school builds a community through the relationships it fosters within the space it provides. Community members see and interact with one another at the school, and they form and maintain relationships that are lasting and meaningful. Through the school—its rules, its hallway culture, its recognition and care—they come to adopt similar values and beliefs, the orientation of a family, a sense of belonging. The distinctions

between school and community are blurred: what happens in the school is what happens in the community. For Earle, the schools represent a shared history and common aspirations. From its beginning, Dunbar—once, during segregation, the black school and now the district’s middle school—has been tied to hopes of racial uplift; following desegregation, the community rallied to demand educational equity within the school system. Now Earle’s schools are a site of struggle for political representation, fair funding, and academic achievement. These schools maintain a common past, a collective remembering, and inspire a linked future, a future tied to college-going and new industry. This is a community re-created—once defined by its schools, then threatened by school closures and the trauma of desegregation, and now redefined by its schools. The schools knit this community through a common narrative of both hope and struggle, of both pain and pride.

These different processes of community-making—a relational one in Delight, one of shared narratives in Earle—seem shaped by these communities’ different contexts. In Delight—a less transient, less economically stratified town—what is so striking is its sense of community, of closeness and acceptance and relatedness across racial groups (McMillan & Chavis, 1986). Yet in Earle, a town still influenced by the inequities of a plantation past, the schools foster a community of memory among black residents that ties the past to the future, links shared suffering to common hope, relates the experiences of generations past to the educational opportunities of today’s students (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1996). And, importantly, the schools’ different kinds of community-making may also relate to their different boundaries: while the boundaries of Delight are largely symbolic (Lamont & Molnar, 2002), separating neighboring school districts relatively equal in political status and resources, in Earle the boundaries are deep, racialized, and meaningful, stratifying the town socially and economically.

In both towns, though, these boundaries are consequential for the political identity they convey. A school—and especially a school district—gives a rural community state resources and recognition and creates leadership positions: it provides funding, the

ability to control it, and a voice. Just as the schools provided Earle’s black community with a political foothold, rural schools can give rural communities agency and leverage, the ability to speak back to the state, a precious—and scarce—resource. These schools keep individuals rooted to the area and linked in common interest and mutual dependence; they lend the identity that keeps these communities on the Arkansas map.

## Implications

But these roles of uniting and dividing a rural town, of defining and sustaining a community, are threatened. This threat was a final narrative, a narrative of reform, that I heard across both Delight and Earle; this was the story of what would happen were they to ever lose their schools, the story of what would happen “if the state took us over.” Community members in both towns feel that long distances, marked by wide and significant boundaries, separate their communities from a remote and powerful state; their schools—once so responsive to local needs, now subject to increasing control by state and national agencies—uneasily straddle this boundary. Recent state mandates, tied to academics and school finance and district size, threaten the existence of these schools, these residents. It is as if the state, in its preoccupation with the education of urban children or its assumption that “hillbilly” schools are bad schools, is “squeezing us out.”

Evidence of school closures litters the rural Arkansas landscape: Okolona near Delight, Parkin by Earle. The schools closed, and then the restaurant closed, the gas station shut, the families moved. The empty schoolhouse stays for a bit, a skeletal reminder of what once was, and then it is usually gone too, plowed under to prevent vandalism and fires. When a rural school matters so much—when it demarcates a community, when it binds this community through relationships and shared past and common future, when it promises political power and resources—its closing matters too. It is often, residents explain, “our only hope.”

These narratives show the unexpected, complex, and consequential ways that rural schools shape rural communities; they speak to the importance of

these schools for the community's children and adults. Yet residents fear, and not without some evidence, that the state and federal policies—including Act 60, which requires consolidation for districts with less than 350 students and has already eliminated dozens of districts (Strange, 2011), and the No Child Left Behind Act, whose mandates also spell school closures (Ravitch, 2010)—threaten their schools and, therefore, their communities, too. The needs and rights of rural families and locales are largely overlooked, and their voices are typically missing from debates about education policy and reform. These absences reflect a longstanding urban normativity in politics and popular culture (Isserman, 2007; Thomas, et al., 2011), and they can translate into enormous losses for rural students and rural residents. These narratives are a call, then, for a rural voice in state politics and an approach to educational policymaking that accounts for contextual differences, that addresses both local and national needs, and that strengthens rather than threatens rural communities. These narratives also reveal the limitations and narrowness of today's common understandings of "school." As currently conceived, "school" is considered an institution for children, not their parents and families. Its worth is measured by children's test scores; its value, by their academic achievement. Yet, in Delight and Earle we see how schools also meet the needs of adults, their needs for economic stability and political power, their needs for identity and community. For better or for worse, school is, in fact, also for adults. This is not just a rural function: we see this adult dependence in our *Brown*-fueled hope for racial integration, in political careers launched by school board elections, in crowded football stadiums across the country. Only when we acknowledge the many roles that schools play can we fully recognize the promise of public schooling for all of our communities.

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**2013 WILLIAM L. BOYD  
NATIONAL EDUCATIONAL POLITICS  
WORKSHOP**

*KYLE INGLE  
BOWLING GREEN STATE UNIVERSITY*

*TAMARA YOUNG  
NORTH CAROLINA STATE UNIVERSITY*

The 2013 William L. Boyd National Educational Politics Workshop will be held at AERA in San Francisco on Saturday, April 27th, from 2:30-5:00 pm in the Hotel Nikko, Nikko III. Prior registration and confirmation is required for this event. As from its very beginnings in 2008, the workshop's focus is providing mentorship for emerging scholars to interact with established scholars in the field of education politics and policy. For this year, we have 80 registered emerging scholars and 49 mentors from across the United States, Canada, and Israel. In the first of two sessions, mentors are paired with emerging scholars according to compatible research interests. The second provides an opportunity for mentors and emerging scholars to discuss specific topics. These include the following topics:

- Transitioning from graduate student to junior professor
- Managing the work/life balance
- Incorporating issues of social justice in research on educational politics
- Developing a research focus
- Teaching educational policy/politics
- Employment options beyond the professoriate

On behalf of the Politics of Education Association and UCEA, we thank the mentors for their contributions to the professional development of emerging scholars (See page 22 for a full list of mentors and volunteers). Their willingness to serve in these roles is voluntary and in the absence of either honoraria or travel assistance. Without these mentors volunteering their time and expertise, the Boyd Workshop would not be possible.

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

*Advice from Leading Faculty and Researchers in Education Policy*

*Date: Monday, April 29  
Time: 2:45 pm – 4:15 pm  
Place: Hotel Nikko, Third Level - Carmel I*



## DISSERTATION AWARD COMMITTEE REPORT

CAROL KARPINSKI  
FAIRLEIGH DICKINSON UNIVERSITY

The PEA Outstanding Dissertation Award committee is pleased to announce the winner and runner-up for the 2012-2013 The PEA Outstanding Dissertation Award:

### Winner: Kim Curtis

Faculty Sponsor: Betty Malen

University Affiliation: University of Maryland, College Park

Dissertation title: *The Politics of Non-incremental School Finance Reform: A Case Study Analysis of Vermont's Act 60 as a Test of Mazzone's Arena Model*

### Honorable mention: Jonathan Gyurko

Faculty Sponsor: Jeffrey R. Henig

University Affiliation: Teachers College, Columbia University

Dissertation title: *Teacher Voice*

The committee would like to thank all contributors and mentors. Members of the committee were as follows:

Gerardo Lopez (Loyola University—New Orleans)

Brendan Maxcy (IUPUI)

David Tandberg (Florida State University)

Carol Karpinski, Chair (Fairleigh Dickinson University)



POLITICS OF EDUCATION ASSOCIATION

## 2013 PROGRAM CHAIR REPORT

TAMARA YOUNG  
NORTH CAROLINA STATE UNIVERSITY

I am very excited about PEA-sponsored sessions at this year's annual meeting of the American Educational Research Association. These sessions would not have been possible without the efforts of PEA members interested in supporting this important channel for the critical engagement of ideas about the political functions and outcomes of education at all levels. I would like to thank the scholars who submitted proposals. We had one of the highest number of submissions in recent years—21 papers and 3 sessions. Of the 21 papers that were submitted, 6 were accepted (28.6% acceptance rate) and were arranged into two roundtable sessions titled: *Diversity, Equity, and the Politics of Education* and *The Role of the Recession and Race to the Top in Changing Educational Policy*. The three sessions submitted were all accepted. The papers and participants included in each session are listed below.

The session presentations and roundtables represent significant contributions to our understanding of 21<sup>st</sup> century educational policy. While a few of the papers in the sessions and roundtables speak to this year's theme of *Education and Poverty*, many papers address perennial educational policy issues, such as school choice, equity, school funding, and merit aid; and incorporate a wide range of lenses in which to understand these issues, including agenda setting, democracy, policy diffusion, networks, and policy implementation. I encourage PEA members to attend these sessions and engage in critical dialogue with the presenters about these topics:

### Diversity, Equity, and the Politics of Education

Scheduled Time: Sun, Apr 28, 2013, 2:15 to 3:45pm Building/Room: Hilton Union Square, Ballroom Level - Imperial Ballroom A Roundtable Session 21

*Assigning Opportunity: Student Assignment Policies, Race, and Class in Three School Districts*

Elizabeth H. DeBray  
(University of Georgia)  
Erica Frankenberg  
(Pennsylvania State University)  
Kathryn A. McDermott  
(University of Massachusetts - Amherst)

*Parental Rights and Contested Pedagogy under the  
Alberta Human Rights Act*

Dianne Gereluk (University of Calgary),  
Marie Farrell (University of Calgary)

*The Equity of a Federal Program for School  
Facility Construction*

Thomas E. Davis  
(University of Maryland)

Chair: Carolyn A. Brown (Fordham University)

**Left Behind in the Race to the Top: Realities of  
Education Reform**

Scheduled Time: Tue, Apr 30, 2013, 8:00 to  
10:00am Building/Room: Hilton Union Square,  
Lobby Level - Golden Gate 8

*From Carnegie to Gates: The Bill and Melinda  
Gates Foundation and the Venture Philanthropy  
Agenda for Public Education*

Kenneth J. Saltman  
(DePaul University)

*Becoming Soft(a)ware: A Framework for the  
Critical Analysis of Educational Software*

Thomas Liam Lynch  
(Pace University)

*Troops for Teachers: Militainment and Education  
as Recruitment*

William M. Reynolds  
(Georgia Southern University)

*Importing International Educators: An Assault on  
Public Education as We Know It*

Susan M. Books  
(SUNY - College at New Paltz)  
Rian de Villiers  
(University of Pretoria)

*From Compliance to Outrage in Public Schools:  
Back to the Basics and the Common Good*

Ann Berlak (Retired)

*What's Democracy Got to Do With It?*

Deborah W. Meier  
(New York University)

Chair: Bradley J. Porfilio

(Lewis University)  
Discussant: Peter L. McLaren  
(University of California - Los Angeles)  
Discussant: Julie Gorlewski  
(SUNY - College at New Paltz)

**New Directions in the Politics of Educational  
Equity**

Scheduled Time: Mon, Apr 29, 2013, 10:35am to  
12:05pm Building/Room: Hilton Union Square,  
Lobby Level - Golden Gate 4

*Conceptions of Equity: How Influential Actors View  
a Contested Concept*

Katrina E. Bulkley  
(Montclair State University)

*Future Policy Directions for Congress in Ensuring  
Equality of Opportunity: Toward Improved  
Incentives, Targeting, and Enforcement*

Elizabeth H. DeBray  
(University of Georgia)  
Ann Elizabeth Blankenship  
(University of Georgia)

*The Design of the Rhode Island School Funding  
Formula: Toward a Coherent System of Addressing  
Equity and Accountability*

Kenneth K. Wong  
(Brown University)

*Striving for Equity Through Issue Framing and  
Informal Networks: The Case of Autism Speaks*

Tiina Itkonen  
(California State University - Channel  
Islands)  
Robert K. Ream  
(University of California - Riverside)

*School Choice and the Empowerment Imperative*

Janelle T. Scott  
(University of California - Berkeley)

Discussant and Chair: Sheneka M. Williams  
(University of Georgia)

**The Politics of Accountability**

Scheduled Time: Sun, Apr 28, 2013, 8:15 to  
10:15am Building/Room: Sir Francis Drake,  
Second Level - Cypress/Monterey  
*Public/Private Sector Contracting and Democratic  
Accountability*

Catherine C. DiMartino  
(Hofstra University)  
Janelle T. Scott

(University of California - Berkeley)  
*Data Governance in the Era of Outcomes-Based  
Accountability*

Dorothea M. Anagnostopoulos  
(Michigan State University)

Stacey A. Rutledge  
(Florida State University)

*Everything Old Is New Again: Changing  
Intergovernmental Accountability Relationships in  
an Era of Standards-Based Education Reform*

Kevin P. Brady  
(North Carolina State University)

Eric A. Houck  
(University of North Carolina - Chapel Hill)

*State-Appointed Emergency District Management in  
Michigan: Advancing Accountability or  
Privatization?*

David D. Arsen  
Mary L. Mason

(Michigan State University)

*The Disproportionate Erosion of Local Control:  
Urban School Boards, High-Stakes Accountability,  
and Democracy*

Tina M. Trujillo  
(University of California - Berkeley)

*Tensions Across Federalism, Localism, and  
Professional Autonomy: The Use of Social Media  
and Stakeholder Response to Increased  
Accountability*

Kimberly Scriven Berry  
Carolyn D. Herrington  
(Florida State University)

Chair: Rebecca Jane Jacobsen  
(Michigan State University)

### **The Role of the Recession and Race to the Top in Changing Educational Policy**

Scheduled Time: Sun, Apr 28, 2013, 4:05 to  
5:35pm Building/Room: Hilton Union Square,  
Ballroom Level - Imperial Ballroom A: Roundtable  
Session 26

*A New Politics of Education? The Enactment and  
Implementation of Teacher Effectiveness  
Legislation Under "Race to the Top"*

Allie Kimmel  
(U.S. House of Representatives)

*An Analysis of Policy Changes Over Time: The  
Case of Broad-Based Merit Aid*

William Kyle Ingle

Jason R. Ratliff  
(Bowling Green State University)

*Horizontal and Vertical Policy Diffusion in the  
Context of Race to the Top*

Julie K. Meredith  
(University of Pittsburgh)

Chair: Eran Tamir  
(Brandeis University)

I would also like to express my sincere thanks to:  
reviewers for their timely and thoughtful feedback;  
chairs for undertaking the responsibility for  
facilitating the sessions; and discussants for  
providing constructive feedback on the papers and  
raising issues for broader consideration. These  
individuals were as follows:

#### **Reviewers**

Peter J. Cistone  
Christopher B. Crowley  
William R. Doyle  
Lance D. Fusarelli  
Carolyn D. Herrington  
Huey-Li Li  
Jane Clark Lindle  
Julie K. Meredith

#### **Chairs and Discussants**

Carolyn A. Brown  
Julie Gorlewski  
Peter L. McLaren  
Bradley J. Porfilio  
Rebecca J. Jacobsen  
Eran Tamir  
Sheneka M. Williams

Lastly, I want to encourage PEA members to attend  
our SIG Business meeting on Tuesday, April 30<sup>th</sup> in  
the Westin St. Francis Hotel (2<sup>nd</sup> level-Elizabethan  
A) from 7:15pm-9:15pm. Appetizers and  
nonalcoholic beverages will be provided.

Sincerely,

Tamara Young  
AERA 2013 Program Chair, PEA-SIG

**The University Council for  
Educational Administration  
Annual Conference**

**November 7-10, 2013  
Indianapolis, Indiana  
Hyatt Regency Indianapolis**

**Conference Theme:  
Seeking New Understandings of Persistent  
Challenges: A Call to Action to (Re)Unite  
Research, Policy, and Practice with  
Community**

**Proposal Submission Deadline:  
May 10, 2013**

**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."

- Kyle Ingle, Co-Editor

**SESSIONS**

(See AERA Conference Program for presenters' names)

***Community, Beliefs and the Politics of Education***

Session type: Paper Session  
Time: Sat, Apr 27 - 12:00pm - 1:30pm  
Place: Hilton Union Square, Ballroom Level - Continental 1

***Indigenous Ways of Knowing and Doing: People, Places, and Politics***

Session type: Paper Session  
Time: Sun, Apr 28 - 8:15am - 10:15am  
Place: Hilton Union Square, Lobby Level - Golden Gate 4

***The Politics of Accountability***

Session type: Symposium  
Time: Sun, Apr 28 - 8:15am - 10:15am  
Place: Sir Francis Drake, Second Level - Cypress/Monterey

***Politics and Education: Teachers' Navigation of Educational Policies and Institutionalized Practices***

Session type: Roundtable Session  
Time: Sun, Apr 28 - 10:35am - 12:05pm  
Place: Hilton Union Square, Sixth Level - Tower 3 Mason

***Youth Voices Cracking Injustice: Politics, Policy, and Pedagogy of Art***

Session type: Roundtable Session  
Time: Sun, Apr 28 - 12:25pm - 1:55pm  
Place: Sir Francis Drake, Second Level - Empire

***Diversity, Equity, and the Politics of Education***

Session type: Roundtable Session  
Time: Sun, Apr 28 - 2:15pm - 3:45pm  
Place: Hilton Union Square, Ballroom Level - Imperial Ballroom A

***Division L (Educational Policy and Politics) Business Meeting and Awards Session***

Session type: Business Meeting  
Time: Sun, Apr 28 - 6:15pm - 7:45pm  
Place: Hotel Nikko, Third Level - Nikko III

***Decolonization, Cultural Politics, and Education***

Session type: Roundtable Session  
Time: Mon, Apr 29 - 10:35am - 12:05pm  
Place: Hilton Union Square, Sixth Level - Tower 3 Powell

***New Directions in the Politics of Educational Equity***

Session type: Symposium  
Time: Mon, Apr 29 - 10:35am - 12:05pm  
Place: Hilton Union Square, Lobby Level - Golden Gate 4

***Education, Politics, and Partnerships***

Session type: Paper Session  
Time: Mon, Apr 29 - 2:45pm - 4:15pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 5

***The Politics and Policies of Teacher Induction: Intended and Unintended Consequences***

Session type: Paper Session  
Time: Mon, Apr 29 - 2:45pm - 4:15pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 12

***The New Politics of Educational Philanthropy: Private Giving, Education Advocacy Organizations, and School Governance***

Session type: Roundtable Session  
Time: Tue, Apr 30 - 10:20am - 11:50am  
Place: Hilton Union Square, Sixth Level - Tower 3 Mason

***Programs, Practices, and Politics: A Multilayered Examination of Community Colleges***

Session type: Paper Session  
Time: Tue, Apr 30 - 10:20am - 11:50am  
Place: Hilton Union Square, Sixth Level - Tower 3 Van Ness Room

***The Politics of Difference in Histories and Current Meanings of Curriculum in Schools, Colleges, Media, and Public Institutions***

Session type: Invited Session  
Time: Tue, Apr 30 - 12:10pm - 1:40pm  
Place: Grand Hyatt, Ballroom Level - Grand Ballroom West

***Poverty, Race, and Politics in Metropolitan Education: Latter 20th-Century American Perspectives***

Session type: Symposium  
Time: Tue, Apr 30 - 2:00pm - 3:30pm  
Place: Hotel Nikko, Third Level - Nikko III

***Politics of Education SIG Business Meeting***

Session type: Business Meeting  
Time: Tue, Apr 30 - 7:15pm - 9:15pm  
Place: Westin St. Francis, Second Level - Elizabethan A

***Language Policy, Politics, and Economic Outcomes of Bilingualism***

Session type: Roundtable Session  
Time: Wed, May 1 - 8:15am - 9:45am  
Place: Hilton Union Square, Sixth Level - Tower 3 Mason

***The Politics (and Assumptions) of Pursuing Equal Educational Opportunity in a Racially Changing, Unequal Society***

Session type: Symposium  
Time: Wed, May 1 - 10:35am - 12:05pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 13

**INDIVIDUAL PRESENTATIONS**

(See AERA Conference Program for presenters' names)

***Saturday***

***Educational Opportunity and Contentious Politics: The 2011 Chilean Student Movement***

Unit: SIG-Sociology of Education  
Paper type: Roundtable Presentation  
Time: Sat, Apr 27 - 12:00pm - 1:30pm  
Place: Hilton Union Square, Ballroom Level - Imperial Ballroom B

***Shaping and Challenging Neoliberal School Reform: How Youth Impact School Reform Politics From Their Positions in Nonprofit Community Organizations***

In Session: Youth Sociopolitical Development for Equity-Based School Reform: Possibilities and Constraints  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Sat, Apr 27 - 12:00pm - 1:30pm  
Place: Parc 55, Fourth Level - Cyril Magnin I

***Ideology, Class, and Rationality: Deconstructing Power and Politics in a Thinking Curriculum***

In Session: Whose Curriculum: Critical Conversations of Poverty, Race, and Texts  
Unit: Division B - Curriculum Studies  
Paper type: Paper  
Time: Sat, Apr 27 - 2:15pm - 3:45pm  
Place: Grand Hyatt, Theatre Level - Curran

***Sunday***

***Rethinking the Politics of Inclusion/Exclusion Within the Rights-Based Agenda of Disability and Education: The Implications of the United Nations' Disability Convention for Inclusive Education***

In Session: Understanding Disability Policy in Practice  
Unit: SIG-Disability Studies in Education  
Paper type: Roundtable Presentation  
Time: Sun, Apr 28 - 10:35am - 12:05pm  
Place: Hilton Union Square, Sixth Level - Tower 3 Powell

***Digital Storytelling and the Politics of 'Doing Good': Ethics of Personal Narratives within Public Spheres***

In Session: Writing Ourselves Into the Work: Critical Reflections on Praxis by Community-Based Digital Literacies Practitioners  
Unit: SIG-Writing and Literacies  
Paper type: Session Paper  
Time: Sun, Apr 28 - 12:25pm - 1:55pm  
Place: Grand Hyatt, Theatre Level - Orpheum

***The Politics of Paternalism: Adult and Youth Perspectives on Youth Voice in Public Policy***

In Session: Youth Voices Cracking Injustice: Politics, Policy, and Pedagogy of Art  
Unit: Division B - Curriculum Studies  
Paper type: Roundtable Presentation  
Time: Sun, Apr 28 - 12:25pm - 1:55pm  
Place: Sir Francis Drake, Second Level - Empire

***Transgender Youth of Color and the Politics of Inclusion***

In Session: Cultural (Trans)Formations: Nondominant Youth and Pedagogies of Possibility  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Sun, Apr 28 - 12:25pm - 1:55pm  
Place: Westin St. Francis, Second Level - Elizabethan C

***The Conditions-Processes-Consequences of the Governance of Public Universities: Linking Neoliberal Contexts to***

***Micropolitics in the Recent Ouster and Reinstatement of University of Virginia President Theresa Sullivan***

In Session: Division J Section 6 Roundtable 3: Unionization, Labor Markets, and Public Perception of Higher Education  
Unit: Division J - Postsecondary Education  
Paper type: Roundtable Presentation  
Time: Sun, Apr 28 - 2:15pm - 3:45pm  
Place: Hilton Union Square, Ballroom Level - Imperial Ballroom B

***Education As Recovery: Neoliberalism, Schooling, and the Politics of Economic Crisis***

In Session: Non-Oxymorons: Capitalism, Exploitation, and Inequality  
Unit: SIG-Marxian Analysis of Society, Schools and Education  
Paper type: Roundtable Presentation  
Time: Sun, Apr 28 - 2:15pm - 3:45pm  
Place: Hilton Union Square, Sixth Level - Tower 3 Powell

***The Politics of Presidential Election Campaigns and Education, 1968-1996: An Issue of "Special Opportunity"***

In Session: Education Policy and School Reform  
Unit: Division F - History and Historiography  
Paper type: Paper  
Time: Sun, Apr 28 - 2:15pm - 3:45pm  
Place: Westin St. Francis, Mezzanine Level - Georgian

***Adversarial Resistance to an Impoverished Politics of Schooling: A Study of Participation and Legibility in a Vietnamese Community***

In Session: Demographic Change, Poverty, and District Democratic Governance  
Unit: Division L - Educational Policy and Politics  
Paper type: Paper  
Time: Sun, Apr 28 - 4:05pm - 6:05pm  
Place: Hilton Union Square, Lobby Level - Golden Gate 6

***A New Politics of Education? The Enactment and Implementation of Teacher Effectiveness Legislation Under "Race to the Top"***

In Session: The Role of the Recession and Race to the Top in Changing Educational Policy  
Unit: SIG-Politics of Education  
Paper type: Roundtable Presentation  
Time: Sun, Apr 28 - 4:05pm - 5:35pm  
Place: Hilton Union Square, Ballroom Level - Imperial Ballroom A

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

In Session: The 17th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education  
Unit: Presidential Session  
Paper type: Session Paper  
Time: Sun, Apr 28 - 4:05pm - 6:05pm  
Place: Sir Francis Drake, Second Level - Empire

***Suburbanization and the Politics of Diversity: Local Policy Making in a Post-Desegregation Era***

In Session: Demographic Change, Poverty, and District Democratic Governance  
Unit: Division L - Educational Policy and Politics  
Paper type: Paper  
Time: Sun, Apr 28 - 4:05pm - 6:05pm  
Place: Hilton Union Square, Lobby Level - Golden Gate 6

***The Critical Role of a Multidisciplinary Perspective in Politics and Policy Decisions, \*Walter R. Allen, University of California - Los Angeles***

In Session: The 17th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education  
Unit: Presidential Session  
Paper type: Session Paper  
Time: Sun, Apr 28 - 4:05pm - 6:05pm  
Place: Sir Francis Drake, Second Level - Empire

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

In Session: The 17th Annual Continuation of Conversations With Senior Scholars on Advancing Research and Professional Development Related to Black Education  
Unit: Presidential Session  
Paper type: Session Paper  
Time: Sun, Apr 28 - 4:05pm - 6:05pm  
Place: Sir Francis Drake, Second Level - Empire

**Monday**

***Classy Girls' Class Politics: Infinite Agency but Not Insight***

In Session: Feminist Activism and Pedagogy in Diverse Contexts: Revisiting the Paradoxes of Feminine Educational "Success"  
Unit: SIG-Research on Women and Education  
Paper type: Session Paper  
Time: Mon, Apr 29 - 8:15am - 10:15am  
Place: Hilton Union Square, Sixth Level - Tower 3 Lombard

***Jack of All Trades, Master of None: Counselors' Changing Roles and the Micropolitics of Accountability***

In Session: Educational Change: From Grass Roots to Social Movement  
Unit: SIG-Educational Change  
Paper type: Paper  
Time: Mon, Apr 29 - 8:15am - 9:45am  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 11

***The Machinic City: Rethinking the Racial Politics of Urban Education***

In Session: Bringing the City Back in to Urban Education Studies  
Unit: Division B - Curriculum Studies  
Paper type: Session Paper  
Time: Mon, Apr 29 - 8:15am - 9:45am  
Place: Grand Hyatt, Second Level - Belvedere

***Politics, Pedagogies, and Activism: Exploring Feminist Transformations in Schooling and Higher Education Feminism***

In Session: Feminist Activism and Pedagogy in Diverse Contexts: Revisiting the Paradoxes of Feminine Educational "Success"

Unit: SIG-Research on Women and Education

Paper type: Session Paper

Time: Mon, Apr 29 - 8:15am - 10:15am

Place: Hilton Union Square, Sixth Level - Tower 3 Lombard

***The Politics of Supporting Undocumented Students in Higher Education***

In Session: Navigating Socio-Educational Spaces: Bridging the Gap Between Undocumented Student Needs and Challenges and Institutional Support

Unit: Division G - Social Context of Education

Paper type: Session Paper

Time: Mon, Apr 29 - 8:15am - 10:15am

Place: Westin St. Francis, Second Level - Elizabethan D

***Decolonizing Diaspora Identity: The Issues of Representation and Cultural Politics***

In Session: Decolonization, Cultural Politics, and Education

Unit: SIG-Postcolonial Studies and Education

Paper type: Roundtable Presentation

Time: Mon, Apr 29 - 10:35am - 12:05pm

Place: Hilton Union Square, Sixth Level - Tower 3 Powell

***The Ethics of Identity and the Politics of Difference: Deconstructing and Complicating Contemporary Discourses of Cultural and Racial Diversity***

In Session: Beyond Multicultural Curriculum Foundations: Toward Intercultural and Cosmopolitan Perspectives

Unit: SIG-Critical Issues in Curriculum and Cultural Studies

Paper type: Session Paper

Time: Mon, Apr 29 - 10:35am - 12:05pm

Place: Grand Hyatt, Ballroom Level - Grand Ballroom West

***Immigrant Youth and the Politics of Inclusion***

In Session: Framing Education as an Act of Liberation

In Session Type: Roundtable Session

Unit: SIG-Critical Educators for Social Justice

Paper type: Roundtable Presentation

Time: Mon, Apr 29 - 10:35am - 12:05pm

Place: Hilton Union Square, Sixth Level - Tower 3 Powell

***The Standards Movement Rides Again! The Social Studies Common Core, Social Justice, and the Politics of Knowledge***

In Session: Division C Affirmative Action Council Session: Common Core State Standards: Implications for Equity and Social Justice

Unit: Division C - Learning and Instruction

Paper type: Session Paper

Time: Mon, Apr 29 - 10:35am - 12:05pm

Place: Westin St. Francis, Second Level - California East

***A Discursive Politics of History Curriculum Reform Towards a Dead End: A Taiwanese Case***

In Session: Civic Purposes of Schooling in International Perspective

Unit: Division G - Social Context of Education

Paper type: Paper

Time: Mon, Apr 29 - 2:45pm - 4:15pm

Place: Westin St. Francis, Second Level - Elizabethan C

***Dis-assembling the Neoliberal Subjects of Education and Becoming-Politics***

In Session: Neoliberal Education and Political Subjectivity

Unit: Division B - Curriculum Studies

Paper type: Session Paper

Time: Mon, Apr 29 - 2:45pm - 4:15pm

Place: Grand Hyatt, Second Level - Belvedere

***Education Leadership for Social Justice: Ethics and Micropolitics***

In Session: How Leaders Can Do Justice to Matters of Social Justice and Equity

Unit: Division A - Administration, Organization and Leadership

Paper type: Paper

Time: Mon, Apr 29 - 2:45pm - 4:15pm

Place: Westin St. Francis, Second Level - Elizabethan A

***The Micropolitics of New Teacher Induction***

In Session: The Politics and Policies of Teacher Induction: Intended and Unintended Consequences

Unit: SIG-Research on Teacher Induction

Paper type: Paper

Time: Mon, Apr 29 - 2:45pm - 4:15pm

Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 12

***Tuesday***

***Australian Children's Settler/Wombat Stories: Situating Literacy and Sustainability Within the "Politics of the Event of Place"***

In Session: Place, Literacy, and Sustainability: Emerging Transformations in Theory and Practice

Unit: Australian Association for Research in Education

Paper type: Session Paper

Time: Tue, Apr 30 - 8:00am - 10:00am

Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 25

***Education for All and Learning crisis: An Interplay of Politics, Policy and Practice***

In Session: From Policy to Practice: Serving the Educational and Psychosocial Needs of Refugee Youth

Unit: SIG-Multicultural/Multiethnic Education: Theory, Research, and Practice

Paper type: Session Paper

Time: Tue, Apr 30 - 8:00am - 9:30am

Place: Hotel Nikko, Third Level - Nikko I

***The Micropolitics of Material Assemblages: Mapping the Content/Expression Binary in Mathematics Classrooms*** In

Session: Materiality and Discourse in School Curriculum: A Critical Examination of Mathematics  
Unit: Division B - Curriculum Studies  
Paper type: Session Paper  
Time: Tue, Apr 30 - 8:00am - 10:00am  
Place: Grand Hyatt, Ballroom Level - Grand Ballroom West

***Racial Politics and Racial Identity: A Case Study of Arizona, 2010-2011***

In Session: Navigating the Borderlands: Constructing Racial/Ethnic and Political Identities Along the Margins  
Unit: Division J - Postsecondary Education  
Paper type: Paper  
Time: Tue, Apr 30 - 8:00am - 9:30am  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 15 and 16

***Who Really Decides: The Politics of Inequality, Access, and Participation in a Sudbury School Community***

In Session: Policy Conundrums of Choice, Markets, and Social Class  
Unit: Division G - Social Context of Education  
Paper type: Paper  
Time: Tue, Apr 30 - 8:00am - 10:00am  
Place: Westin St. Francis, Second Level - Elizabethan B

***(Dis)empowering Parents: The Politics Behind the Parent Empowerment Law***

In Session: Choice, Participation, and Activism: The Different and Evolving Roles of Parent Engagement in K-12 Schooling  
Unit: Division L - Educational Policy and Politics  
Paper type: Roundtable Presentation  
Time: Tue, Apr 30 - 10:20am - 11:50am  
Place: Hilton Union Square, Sixth Level - Tower 3 Mason

***Mentoring Outside Institutional Politics***

Unit: SIG-Mentorship and Mentoring Practices  
Paper type: Session Paper  
Time: Tue, Apr 30 - 10:20am - 11:50am  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 12

***The Politics of Program Implementation: A Cross-Case Study of Puente in Three Texas Community Colleges***

In Session: Programs, Practices, and Politics: A Multilayered Examination of Community Colleges  
Unit: Division J - Postsecondary Education  
Paper type: Paper  
Time: Tue, Apr 30 - 10:20am - 11:50am  
Place: Hilton Union Square, Sixth Level - Tower 3 Van Ness Room

***Virgins: Urban, Black Female Sexuality and the Identity Politics of White, Appalachian (Rural) Landscapes***

In Session: Bullies, Black Girls, Contemporary Culture, and the Sexuality Curriculum  
Unit: SIG-Media, Culture, and Curriculum  
Paper type: Roundtable Presentation  
Time: Tue, Apr 30 - 10:20am - 11:50am

Place: Sir Francis Drake, Second Level - Empire

***The Aftermath of Race: The Politics and Perils of Theorizing Racial Identities in Education in the Age of Information***

In Session: The Politics of Difference in Histories and Current Meanings of Curriculum in Schools, Colleges, Media, and Public Institutions  
Paper type: Session Paper  
Time: Tue, Apr 30 - 12:10pm - 1:40pm  
Place: Grand Hyatt, Ballroom Level - Grand Ballroom West

***New Electoral Politics, Old Political Outcomes: Have Changing Demographics United White Enclaves and Lani Guinier?***

In Session: Educational Access and the Law  
Unit: SIG-Law and Education  
Paper type: Roundtable Presentation  
Time: Tue, Apr 30 - 12:10pm - 1:40pm  
Place: Sir Francis Drake, Second Level - Empire

***The More They Change, the More They Stay the Same: Georgia's Eerily Familiar Politics of Education***

In Session: Georgia on Our Minds: Contested Educational Dreams and the Promise of Social Justice  
Unit: Social Justice Action Committee  
Paper type: Session Paper  
Time: Tue, Apr 30 - 2:00pm - 3:30pm  
Place: Hilton Union Square, Yosemite A

***Black Bodies and the Politics of Multiracial, Mixed-Race, and Mestizo/a Consciousness in the 21st Century***

In Session: Race, Gender, Class, and Identity  
Unit: Division G - Social Context of Education  
Paper type: Roundtable Presentation  
Time: Tue, Apr 30 - 5:05pm - 6:35pm  
Place: Hilton Union Square, Ballroom Level - Imperial Ballroom B

***Hearing with "Halfie" Ears: The Politics of Transcription***

In Session: Language, Literacy, and Social Justice  
Unit: SIG-Critical Educators for Social Justice  
Paper type: Roundtable Presentation  
Time: Tue, Apr 30 - 5:05pm - 6:35pm  
Place: Hilton Union Square, Sixth Level - Tower 3 Powell

***Inside the Implementation Game: The Micropolitics of Human Resource Reform Inside the District Central Office***

In Session: Promising Scholarship in Education: Dissertation Fellows and Their Research  
Unit: AERA Sessions  
Paper type: Session Paper  
Time: Tue, Apr 30 - 5:05pm - 7:05pm  
Place: Parc 55, Fourth Level - Cyril Magnin Foyer

***Linking Micro and Macro Education Politics Through an Ecology of Games: The Case of the Los Angeles Public School Choice Initiative***



In Session: Educational Policy Making at the Micro and Macro Levels  
Unit: Division L - Educational Policy and Politics  
Time: Tue, Apr 30 - 5:05pm - 7:05pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 10

**Wednesday**

***"You Go to My Head": Art, Pedagogy, and a "Politics to Come"***

In Session: Critical Encounters: Art, Ethics, and Imagination  
Unit: SIG-Critical Issues in Curriculum and Cultural Studies  
Paper type: Roundtable Presentation  
Time: Wed, May 1 - 8:15am - 9:45am  
Place: Sir Francis Drake, Second Level - Empire

***Demography and Educational Politics in the Suburban Marketplace***

In Session: The Politics (and Assumptions) of Pursuing Equal Educational Opportunity in a Racially Changing, Unequal Society  
In Session Type: Symposium  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Wed, May 1 - 10:35am - 12:05pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 13

***Is it True That 'Knowledge is Power?' Human Capital, Cultural Capital, and the Politics of Equality***

In Session: The Politics (and Assumptions) of Pursuing Equal Educational Opportunity in a Racially Changing, Unequal Society  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Wed, May 1 - 10:35am - 12:05pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 13

***Micropolitics and Rural School Consolidation: The Quest for Equal Educational Opportunity***

In Session: The Politics (and Assumptions) of Pursuing Equal Educational Opportunity in a Racially Changing, Unequal Society  
Unit: Division G - Social Context of Education  
Paper type: Session Paper  
Time: Wed, May 1 - 10:35am - 12:05pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 13

***Poverty, New Media, and Participatory Politics***

In Session: Now What? Educating Youth for Action in Obama's Second Term  
Unit: Presidential Session  
Paper type: Session Paper  
Time: Wed, May 1 - 10:35am - 12:05pm  
Place: Hilton Union Square, Ballroom Level - Continental 4

***Transnational Corporate Investment in Girls' Education and the Politics of Poverty***

In Session: Corporations and Corporate Foundations in Education From a Transnational Perspective  
Unit: SIG-International Studies  
Paper type: Session Paper  
Time: Wed, May 1 - 10:35am - 12:05pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 1 and 2

***The Role of Politics and Science in Abbott XXI***

In Session: The Struggle for Educational Equity Within and Between Districts  
Unit: Division L - Educational Policy and Politics  
Paper type: Paper  
Time: Wed, May 1 - 12:25pm - 1:55pm  
Place: Hilton Union Square, Fourth Level - Tower 3 Union Square 14

***The Politics of Parent Fund-Raising in Support of Urban Public Schools***

In Session: School Choice, Finance, and Inequality  
Unit: Division L - Educational Policy and Politics  
Paper type: Paper  
Time: Wed, May 1 - 2:15pm - 3:45pm  
Place: Hilton Union Square, Lobby Level - Golden Gate 6

***Young Women's Video Remix and the Politics and Pedagogy of Digital Participation***

In Session: Participatory Literacy and Discourses of Digital Media  
Unit: Division B - Curriculum Studies  
Paper type: Paper  
Time: Wed, May 1 - 2:15pm - 3:45pm  
Place: Grand Hyatt, Theatre Level - Curran

## TREASURER REPORT

*CATHERINE DIMARTINO  
HOFSTRA UNIVERSITY*

The financial statement for our AERA account is listed below. As we move forward, we anticipate the following sources of revenue and expenditures until the end of the 2013 fiscal year.

- A. William L. Boyd National Education Politics Workshop at AERA 2013
- B. Business meeting at AERA 2013
- C. Publication and Shipping of PEA Yearbook published in the Peabody Journal of Education
- D. AERA SIG management fee
- E. Breakfast meeting at UCEA 2013
- F. Revenue from membership fees paid from January-December 2013

### **Financial Statement (January 2012-December 2012)**

<b>Description</b>	<b>Beginning Balance</b>	<b>Income</b>	<b>Expenditures</b>	<b>Ending Balance</b>
Beginning Balance	\$12,267.86			
Membership Dues Income		\$7,720.00		
Award Plaques			(\$189.34)	
PEA Yearbook 2012			(\$1,634.00)	
PEA Dissertation Award 2012			(\$250.00)	
William L. Boyd National Education Politics Workshop at AERA 2012			(\$2,443.68)	
Business Meeting at AERA 2012			(\$811.44)	
AERA SIG Management Fee (07/12-06/13)			(\$300.00)	
Business Meeting at UCEA 2012			(\$616.04)	
	\$12,267.86	\$7,720.00	(\$6,244.50)	\$13,743.36

*Membership.* The total number of members as of March 1, 2013 was 198. Currently 57 (29%) of members are students.

*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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## 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://politicsofeducationassociation.wikispaces.com/>; 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.

**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. The Politics of Education Association continues as a Special Interest Group affiliated with the American Educational Research Association

### **Past Presidents of PEA**

Catherine Lugg (2010-2012) Rutgers University  
Lora Cohen-Vogel (2008-2010) Florida State University (currently at University of North Carolina-Chapel Hill)  
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 NCATE)

### **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)

**Many Thanks to our 2013 William L. Boyd National Education Politics Workshop  
Mentors and Volunteers:**

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