

Education Policy 70500  
Fall 2005  
Tuesday 4:15 – 6:15, Thesis Room - 4203  
Jean Anyon, Professor

Goals of the course are: 1) to introduce students to modes of educational policy analysis and the writing of policy briefs; and 2) to assist students in assessing urban educational policy in its political, economic, and cultural contexts.

### **Analytical Lenses**

There are many lenses through which to view education policy - as a result of pluralistic contestation between interest groups, as a subset of public policy, as a scapegoat for economic inequality, as a product of a corporate-governmental elite protecting its interests, as 'political spectacle,' or other. Perhaps education policy exhibits characteristics of all these. You decide what lens(-es) you want to use.

#### **8/30 Week One- Introductions and Personal Reflections**

- What has education policy done for *you*?
- What is 'good' policy - and how do we define 'good'?
- What is 'just' policy and how do we define 'justice'?
- What are the relations between federal, state, and district policies and school practice?

Description of policy brief writing assignment  
Sample Policy Briefs

**9/6 Week Two- Is there a 'culture of policy making' at the federal and state levels and if so, how does that affect urban students and educators?**

**Reading:** *Political Spectacle*, M. L. Smith. Prologue, Chapters 1 and 2.

**Reading:** S. Stein article (Handout on Headstart)

**9/13 Week Three – What groups are typically involved in creating federal policy regarding public issues, including education?**

**Reading:** *Who Rules America?* W. Domhoff. (Whole book).

**\*First Essay Due\*** (Your essay should take up one or more of the questions in Weeks 1-3, and should engage with and quote from the readings . No more than 5 ds pages, hard copy.)

### **Political and Economic Contexts of Education Policy**

No policies, including education policies, exist in a social vacuum. All policies are social constructions, created in legislatures and other policy bodies in response to some stimulus. What are the stimuli? I argue that for education policy, very often the stimuli are economic inequities.

9/20 Week Four -What is the federal role in the maintenance of urban poverty and the problems of urban schools? How do metropolitan arrangements and policies also work against educational equity in cities?

Reading: *Radical Possibilities*, J. Anyon. Introduction and Chapters 1-7.

9/27 Week Five – Why is there still extensive poverty in cities and ‘urbanized’ suburbs? What effects does this poverty have on the schools in these places? What possibilities are there for rectifying these problems, and how do you assess these possibilities? What do history and theory tell us about how we achieve equitable social and educational policy in the United States?

Reading: *Radical Possibilities*, Chapters 8-10.

\* Second Essay Due Today\*. This essay should engage one or more of the above questions about the Anyon book, and any critical analysis of it that you would like to do. Use quotes, 5 ds pages, hard copy.

### **Cultural Contexts of Education Policy**

In most cities, the majority of students are children and youth of color. Many are immigrants or children of immigrants. Should, and does, education policy respond to the family cultures of these students? How and to what end?

No class Oct. 4<sup>th</sup> or 11th

10/18 Week Six – What policies would substantially improve the education of Black urban low-income children and youth?

Readings: Theresa Perry (2002) (Whole book)  
Prudence Carter (2003) (Handout)

10/25 Week Seven- What policies would substantially improve the education of low-income urban Latino/a children and youth? What policies would benefit immigrant students?

Readings: A. Valenzuela (1999) (Whole book)  
*Federal Policy for Immigrant Children* (Electronic)  
*The Dream Act (Rethinking Schools)*

11/1 Week Eight- Are there aspects of Asian, White, and social class cultures that school policy responds to – or should? How do the cultures (or ‘status’) of these groups affect the education of Asian, White, and working-class, middle-class, and upper class students?

Readings: J.Lew (2005) (Handout)  
J. Anyon (1980) (Handout)  
Lubienskie (2004) (Handout)

\*Third Essay Due. \* What is your analytical lens for viewing education policy? Explain your lens, and apply it to one or more of the issues and policies we examined in weeks 6, 7, and 8.

### *Analysis of Selected Education Policies and Policy Issues*

Each student or pair will introduce the analysis of an educational policy or issue topic below. The analysis you present should provide your analytical lens(-es) of the policy or topic by utilizing questions like those that follow. *Please meet with me the week before you are scheduled to present.* Please produce a *one-page*, ds document describing your analysis, and distribute it at the beginning of class. Other students will prepare questions for presenters.

#### Analytical Questions

1. What is the educational issue or problem – how is the problem defined? What educational policy or set of policies address or relate to that issue? What groups were instrumental in development of the policy (-ies)?
2. Does the policy respond to, or relate in some way to, underlying political, economic, or cultural problems or issues? If so, how? Are there public policies that the educational policy might be a substitute for?
3. Describe any culture of policy that you see that surrounds and informs the educational policy and its implementation. Is there ‘political spectacle’ involved? Why?
4. Whose interests are served by the policy as written, and as implemented? Are there groups who win and who lose as a result of the policy?
5. Are there unintended consequences of the policy in schools and/or communities? How do these differ from the intended consequences?
6. What are the implications of the policy for different races, social classes, and genders?
7. Does the policy solve the educational problem it was alleged to address or supposed to solve? Why or why not? Did it solve any other (e.g., political or bureaucratic) problem?

11/8 Week Nine - Presenters and class members will provide questions for discussion from now on.

Topic 1: Federal Education Policy  
Reading: Anyon, *Harvard Ed Review* (electronic)  
Presenter(s):

Topic 2: NCLB, Charter Schools, Choice  
Reading: Thernstroms (2003) (Handout)  
Presenter(s):

11/15 Week Ten -

Topic 1: State Education Policies  
Reading: B. Malen (Handout)  
Presenter(s):

Topic 2: School Administration (and Foucault)  
Reading: G. Anderson, *Educational Administration Quarterly* (handout)  
Presenter(s):

11/22 Week Eleven -

Topic 1: Accountability

Reading: *Political Spectacle*, Chapter 5 and Finale.

Presenter(s):

Topic 2: Urban School Finance

Reading: Rebell, 2005 (Handout)

Presenter(s):

11/29 Week Twelve

Topic: School Discipline, Zero Tolerance, and  
the School to Prison Pipeline

Reading: A. Ferguson (2001) (Whole book)

Presenter(s):

12/6 Week Thirteen

Topic 1: Teacher Preparation

Readings: Haberman (1995) (Whole Book)  
IESP Policy Brief (2001)

Presenter(s):

Topic 2: Higher Education

Reading: Education Trust Study (Electronic)  
N. Michelli Chapter (Handout)

Presenter(s):

12/13 Week Fourteen

Topic 1: Bilingual Education

Reading: *Contested Policy*, G. San Miguel (Whole book)

Presenter(s):

Topic 2: Intermediary Policy Groups in School Reform

Reading: M. Honig (Handout)

Presenter(s):

\*Fourth and Last Essay Due\* - Your Choice

**Grading Policy:**

Four Essays = 40%

Policy Brief = 40%

In-Class Presentation = 20%

**Readings (\* = Purchase)**

Anderson, Gary. (1998). Educational Administration as a Disciplinary Practice: Appropriating Foucault's View of Power, Discourse, and Method. *Educational Administration Quarterly*, 34(3), 329-353.

Anyon, Jean. (1980). "Social Class and the Hidden Curriculum of Work." *Journal of Education*. (Handout)

**\*Anyon, Jean. (2005). *Radical Possibilities: Public Policy, Urban Education, and a New Social Movement*. New York: Routledge.**

Anyon, Jean (2005). What 'Counts' as Education Policy? Notes Toward a New Paradigm. *Harvard Education Review*. (Electronic)

Carter, Prudence. (2003). "Black Cultural Capital." *Harvard Educational Review*. (Handout)

**\*Domhoff, G. William. (2001). Fourth Ed. *Who Rules America? Power and Politics*. New York: McGraw Hill.**

Education Trust. (2004). *A Matter of Degrees: Improving Graduation Rates in Four-Year Colleges and Universities*. (Electronic)

**\*Ferguson, Ann. (2001). *Bad Boys: Public Schools in the Making of Black Masculinity*. University of Michigan Press.**

**\*Haberman, Martin. (1995). *Star Teachers of Children in Poverty*. Kappa Delta Pi.**

IESP Policy Brief. NYU Institute for Education and Social Policy. (Spring 2002). *Distributing Teacher Quality Equitably: The Case of New York City*. (Handout)

Lew, Jamie. (2003). "The 'Other' Story of Model Minorities: Korean American High School Dropouts." Forthcoming in *Anthropology and Education Quarterly*. (Handout)

Lubiewskie, Sara Theule. (2004). "Celebrating Diversity and Denying Disparities." *Educational Researcher*. (Handout)

Michelli, Nick. Chapter from his book on higher education (Handout)

**\*Perry, Theresa, Ed. (2003). *Young, Gifted, and Black: Promoting High Achievement Among African-American Students*. Boston: Beacon.**

Rebell, Michael. (2005). Adequacy Litigations: A New Path to Equity? In Petrovich and Wells, Eds., *Bringing Equity Back: Research for a New Era in Educational Policy*. (Handout)

**\*San Miguel, Guadalupe. (2004). *Contested Policy: The Rise and Fall of Federal Bilingual Education in the U.S.: 1960-2001*. University of North Texas Press.**

**\*Smith, Mary Lee. (2004). *Political Spectacle and the Fate of American Schools*. NY: Taylor and Francis.**

Stein, Sandra. (2004). (Handout)

Stone, Deborah. (2001). *Policy Paradox: The Art of Political Decision Making*. (Rev. Ed). New York: Norton. (Handout of Introduction)

Thernstrom, Abigail and Stephan Thernstrom. (2003). Chapter Three, "Building Academic Skills." In *No Excuses: Closing the Racial Gap in Learning*. Simon and Schuster. (Handout)

**\*Valenzuela, Angela. (1999). *Subtractive Schooling. U.S. Mexican Youth and the Politics of Caring*. Buffalo, NY: SUNY.**

### **Interesting Education Policy Journals**

Google these for websites and sample issues, or access them through the library's database or interlibrary loan.

The most widely read educational journals are *Harvard Educational Review*, *Teachers College Record*, and *Educational Researcher*. These aren't focused explicitly on policy, but most articles have important policy implications.

*Education Policy: An Interdisciplinary Journal of Policy and Practice*. (Mainstream, but sometimes critical. Mike Apple writes a column.)

*Educational Evaluation and Policy Analysis (an AERA journal)*. (Mainstream.)

*Educational Policy Analysis Archives*. (Electronic, widely accessed. Gene V. Glass, Ed. In English, Portuguese, and Spanish.)

*Journal of Education Policy*. (Best British journal, Stephen J. Ball, Ed.)

*Educational Administration Quarterly: The Journal of Leadership for Effective and Equitable Organizations*. (Can have critical articles.)

*Phi Delta Kappan: Journal of Policy and Practice*. ("Kappan"). Debate on controversial topics, written for the L-12 educators rather than the academy.

*Brookings Papers on Education Policy*. (Diane Ravitch, et al; conservative politically.)

*The Journal for Critical Education Policy Studies*. Electronic. Peter McLaren and Dave Hill, Eds. Leftist, Marxist.

*Rethinking Schools*. (Not really a journal, but most articles have important policy implications. Very progressive, politically.)