

## **SYLLABUS**

### **EDA 383 FOUNDATIONS OF EDUCATION POLICY Fall 2004**

**THE UNIVERSITY OF TEXAS AT AUSTIN  
College of Education  
Department of Educational Administration**

Class Meets Monday, 4-7 p.m., SZB 329

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#### **SUMMARY OF COURSE:**

The purpose of this course is to introduce students to the history of the U.S. educational system. Participants will review the development of the U.S. educational system from its inception during colonial days to the present. Students will be expected to develop the capacity to consider historical, economic, social, and political precedents when examining contemporary educational policy. The course is organized into major historical periods. Significant policies from each period will be examined in depth with particular emphasis on impact of policies on issues related to race, ethnicity, class, and gender. Students will become familiar with the recurring nature of controversial educational issues related to language, segregation, funding, and accountability. We will also explore the role of parents and governance and operational issues related to ongoing debates over centralization versus decentralization.

In an effort to contextualize and focus analysis, the instructors will utilize the following questions to guide analysis and discussion:

- Who should go to school?
- What should be the purpose of schooling?
- What should children be taught?
- Who should decide issues of school direction and policy?
- Who should pay for schools?

Regarding these questions:

- How have the answers to these questions changed over time? Are there patterns or cycles?
- How do the answers to these questions become manifested in institutions?
- What values, historical contexts, or other factors motivated changes in each of these areas?
- What unintended outcomes did these policies produce?
- Has the emphasis on or importance of each question changed over time?

The course is structured in a discussion format. *Every student is expected to engage in active discussion and analysis. This requires that every student to complete all of the readings and engage deeply in critically analyzing the readings.* Each student will keep a journal that critically discusses each week's readings as well as posing questions about the readings. Each student will present his or her analysis of the readings twice during the semester. Students will also be required to review a book of their choice related to the themes covered in class. As a capstone, each student will also thoroughly examine a current U.S. educational policy in historical context and present her/his findings in written and verbal form.

#### **COURSE OBJECTIVES:**

- To review major periods in the development of the U.S. education system.
- To become familiar with different concepts of policy and methods of policy analysis.
- To think reflectively and critically about the value-laden, historically rooted, and cyclical nature of policy.
- To think reflectively and critically about the frameworks for representing history and educational policy.
- To research the derivation of current U.S. educational policy.
- To become familiar with writing effective critiques, summaries, reviews, as well as a research paper using APA (5th ed.) style of writing.

## **REQUIRED TEXTBOOKS**

Spring, J. (2001). *The American school: 1642-2000* (6th ed.) Boston: McGraw-Hill.

Tyack, D. & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.

Tyack, D. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press.

## **OPTIONAL TEXTBOOK:**

Rudestam, K. & Newton, R. (2001). *Surviving your dissertation: A comprehensive guide to content and process*. Thousand Oaks, Ca.: Sage Publications.

## **GRADING:**

### *Class Discussion (20%):*

Discussion of the assigned readings is a major focus of this course. Each student will independently create and turn in three questions related to the assigned readings. Questions can relate to the principle guiding questions, but also are expected to expand on those concepts. Students are expected to e-mail copies of their questions by Monday at noon to all participants in the class. Each student will present her or his questions to the class once a semester.

### *Journal and Presentation of Summary and Critique of the Readings (20%):*

Each student will keep a journal that focuses on the student's critical engagement with the readings. Each weekly journal should contain a critique and reaction to the readings that does not exceed four pages (double-spaced, one inch margins, times new roman or similar font). These pieces can reflect on the connection or pertinence of the readings to current educational contexts. They may also simply critique the authors' writings and propose a different point of view. The journal will be due at 4pm each Monday and can be transmitted by e-mail or turned in during class. Every student will present his or her critique of the week's assigned readings *twice* during the course. Examples of critiques will be provided. Sign up sheets will be available on the first day of class. Students will be given feedback and the opportunity to resubmit their first summary and critique if they so desire. Grades will be based on engagement with the readings, clarity and organization of writing, and depth of analysis.

### *Book Review and Oral Presentation (20%):*

Students will choose and review a book from the supplementary reading list or a book of their own choosing that is approved by the instructor. The review should be between 8 and 15 pages, double spaced, 12 point, Times New Roman or similar font. Copies of the review should be made and distributed to all members of the class (or distributed through e-mail). Students are expected to examine issues of analytical frameworks, contemporary applications, and the impact of policies in the historical moment. Students are encouraged to bring in other relevant sources and materials to the review and presentation, although this is not required. The student is expected to present for 15 minutes and to lead a 15-minute discussion of the book, relating it to material assigned in the course.

*Analysis of a Current Educational Policy: (40%):*

Each student will analyze a current U.S. education policy. In this analysis, the student will explore the roots of the policy—the ideology that led to its creation, the sociopolitical context during the development period, and the outcome or impact of the policy. In this paper, each student should thoroughly examine the foundations of the policy and identify the stakeholders' explicit and implicit values. Further, each student should develop your paper as a historical view of the policy and its context. The paper should draw upon assigned readings, class discussions, and independent research. Each student must present her/his analysis in both written and verbal form. A one page proposal/focus statement is due on October 13th. You will be expected to submit drafts of sections of the paper on November 10th and 17th.

The written analysis of 15-25 pages, excluding references, must be typed, 12 pt. Times New Roman or similar font, 1.0" margins, double-spaced, in APA (5th ed.) style. The final written analysis, with abstract, is due Friday, December 5th.

The written policy analysis must include:

**A. Abstract:** Provide a summary of the policy selected for study. Identify the selected policy, supporting legislation or guiding authority, and context (e.g. local, state, federal policy). (approx. 1 page). **Due on October 11th.** A short presentation on your topic will be completed in class.

**B. Historical Roots:** Define the problem this policy is meant to solve. Discuss the ideology of the time. Fully describe the context leading to the problem identification; discuss the policy objectives; identify the stakeholders, including those who stood to gain and those who (could) lose. (approx. 5-7 pages) **Due on November 8th.**

**C. Sociopolitical Context:** Describe how the policy was implemented. Identify value-orientation of decision-makers and competing values of the time. Consider issues related to power, leadership strategies, and formal and informal agendas. (approx. 5-7 pages) **Due on November 8th.**

**D. Outcome or Impact:** Describe the outcome or impact of the policy on constituent groups. Compare and contrast intended and unintended outcomes. (approx. 2-6 pages) **Due on November 22nd.**

**E. Critique:** Provide personal reaction to the policy. Assess how effectively the policy achieved its intended outcomes. Describe other implications of the policy not addressed in previous sections. (2-4 pages) **Due on November 22nd.**

On November 29th, you will have an opportunity to present your research to members of the class.

**Attendance:**

Attendance is expected at all class sessions. Absence from class for a religious holy day will follow the policy detailed in the UT General Information Catalog.

**ADDITIONAL COMMENTS:**

See Dr. Fuller if you have any special needs or concerns.  
You cannot take this class for credit/no credit.

## COURSE OUTLINE

- Aug 30: Introduction to Course
- Sept 6 Labor Day; No class
- Sept 13 School in Colonial American (1620-1770)  
American Revolution and Schools for the New Republic (1770-1820)
- Sept 20 The Common School Movement (1820-1860)  
Schooling Moves West (1835-1860)  
\*\*\**Student book review and presentation*
- Sept 27 Slavery, Reconstruction, and the Schools of the South (1820-1903)  
\*\*\**Student book review and presentation*
- Oct 4 Growth and Diversity in Schools and Students (1880-1960)  
Critical Reflections on Reform  
\*\*\**Student book review and presentation*
- Oct 11 Teachers and Administrators  
\*\*\*Presentation of Paper Topic; One page proposal/focus statement due  
\*\*\**Student book review and presentation*
- Oct 18 The Progressive Era (1890-1950)  
\*\*\**Student book review and presentation*
- Oct 25 The Progressive Era into Schools in the Cold War Era (1950-1970)  
\*\*\**Student book review and presentation*
- Nov 1 Civil Rights, Integration, and School Reform (1954-1980)  
\*\*\**Student book review and presentation*
- Nov 8 Rights and Opportunities in American Education (1965-1980)  
\*\*\**Draft of Paper Sections B and C due*  
\*\*\**Student book review and presentation*
- Nov 15 Reform Efforts of the 1980's and 1990's  
\*\*\**Student book review and presentation*
- Nov 22 Testing and Evaluation: Historical and Contemporary Constructions  
\*\*\**Student book review and presentation*  
\*\*\**Draft of Paper Sections D and E due*
- Nov 29 Discussion of Policy Analysis Papers
- Dec 6 Final Paper is due by 5:00.

## **READINGS AND COURSE SCHEDULE:**

### **Aug 30**

Introduction to Course:  
Review Course Syllabus and Course Expectations

### **Mon, Sept 15**

*School in Colonial American (1620-1770)*  
*American Revolution and Schools for the New Republic (1770-1820)*

Spring, Chapters 1, 2, 3, 4

Tyack, prologue

Tyack and Cuban, Prologue

Kaestle, C.(1983). *Pillars of the Republic: Common Schools and American Society, 1780-1860*.  
Read Prologue.

### **Mon, Sept 22**

*The Common School Movement (1820-1860) and Schooling Moves West (1835-1860)*

Spring, Chapters 5, 6, and 7

Tyack, Read Part 1 and Part 2. pp. 13-77.

#### Book review sources:

\*Beadie, N. (2002). *Chartered Schools: Two Hundred years of independent academies, 1727-1925*. New York: Routledge.

\*Fraser, J.W. (2001). *The school in the United States: A documentary history*. Boston: McGraw-Hill.

\*Joseph, et al. (2001). *Images of School Teachers in America*.

\*Palmer, J., Ed. (2001) *Fifty major thinkers on Education: From Confucious to Dewey*. New York: Routledge.

**Mon, Sept 29**

*Slavery, Reconstruction, and the Schools of the South (1820-1903):*

Tyack. Read part 3, pp. 78-125.

Rippa, A. (1967). *Education in a free society: An American history*. New York: David McKay. Read Chapter 5, pp. 131-157.

Optional Readings:

Thornbrough, E. (1969). Booker T. Washington. Englewood Cliffs, N.J. Prentice-Hall. Read Introduction, 1-26. Educational Philosophy, 37-42.

Lewis, D. (Ed.) (1995). *W.E. B. DuBoise: A reader*. New York: Henry Holt. Read Introduction, 1-12; The Negro College, 68-75; On Booker T. Washington and others, 319-328; and Negro Education, 261-269.

Book review sources:

\*Anderson, J. (1988). *The education of Blacks in the South, 1860-1935*. Chapel Hill: UNC Press.

\*Bond, H.M. (1934). *The education of the Negro in the American social order*. Octagon Books (1969 reprint edition).

\*Butchart, R. (1980). *Northern schools, southern Blacks, and Reconstruction: Freedmen's education, 1862-1875*. Westport, CN: Greenwood Press.

\*DuBois, W.E. B (1903), *The Souls of Black Folk*. New York: New American Library (1969 edition).

\*DuBois, W. E. B. (1959). *Mansart builds a school*. New York: Mainstream publishers.

\*Lewis, D. (1993). *W.E.B DuBois: Biography of a Race*. New York: Henry Holt.

\*Washington, B.T. (1969). *My larger education: Being chapters from my own experience*. Miami: Mnemosyne publishing.

## **Mon, Oct 6**

*Growth and Diversity in Schools and Students (1880-1960)*

Spring, Chapters 8, 9, 10

*Critical Reflections on Reform*

Carnoy, Martin. (1976). Educational reform and social control in the United States, 1830-1970. In *The limits of educational reform*. (Carnoy, Martin & Levin, Henry, eds). pp. 115-155.

Curti, Merle (1959). *Social ideas of American educators*. Read Chapter VI, "The school and the triumph of business." pp. 203-260

### Book review sources:

\*Adams, D. (1995). *Education for extinction: American Indians and the boarding school experience*. Lawrence: University of Kansas.

\*Wollenberg, C. (1976). *All deliberate speed: Segregation and education in California Schools, 1855-1975*. Berkeley: University of California Press.

\*Bowles, Samuel & Gintis, Herbert. (1976). *Schooling in capitalist America*. New York: Basic Book Publishers.

\*Carnoy, Martin & Levin, Henry (1976). *The limits of educational reform*. New York Longman.

\* Curti, Merle (1959). *Social ideas of American educators*. Paterson, NJ: Pageant Books.

## **Mon, Oct 13**

*Teachers and Administrators*

Parkerson, D. (2002). *Transitions in American education: A social history of teaching*. New York: Routledge. Read Chapter 3, "The struggle for diversity", pp. 37-61 and Chapter 4, "Women enter teaching", pp. 63-78.

Tyack, David. (1967). Turning points in American educational history. Read Chapter 11, "The education of teachers and the teaching of education." pp. 412-465

Callahan, Raymond. (1962). Education and the cult of efficiency. Read Chapter 8, "A new profession takes form." Pp. 179-215.

Tyack, David B. and Hansot, Elizabeth. (1982). *Managers of Virtue: Public School Leadership in America, 1820-1980*. Read Chapter 12, "Local superintendents: social engineers and curators of the museum of virtue." Pp. 167-179.

Student discussions in groups: Synopsis of your selected policy analysis focus:  
One page proposal/focus statement is due today.

### Book review sources:

\*Rury, J. (2002). *Education and social change: Themes in the history of American schooling*. Mahwah, N.J: Lawrence Earlbaum and Associates.

\*Tyack, D. & Hansot, E. (1992). *Learning together: A history of co-education in American public schools*. New York: Russell Sage Foundations.

## **Mon, Oct 21**

*The Progressive Era (1890-1950)*

Spring, Chapters 11, 12, 13

Tyack. Read Part 4 and 5. pp. 126-268.

### Book review sources:

\*Callahan, R. (1962). *Education and the cult of efficiency: A study of the social forces that have shaped the administration of the public schools*. Chicago: University of Chicago Press.

\*Cremin, L. (1961). *The transformation of the school: Progressivism in American education, 1876-1957*. New York: Vintage Books.

\*Dewey, J. (1899). *The School and society*. Chicago: University of Chicago Press.

\*Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.

\* Ravitch, D. (2000). *Left Back: A century of failed reforms*. New York: Simon & Schuster.

## **Mon, Oct 28**

*Schools in the Cold War Era (1950-1970):*

Spring, Chapter 15

Tyack & Cuban, Chapters 1 and 2

### Book review sources:

\*Dow, P. (1991). *Schoolhouse politics: Lessons from the Sputnik Era*. Cambridge: Harvard U Press.

\*Pak, Y. (2001). *Wherever I go, I will always be a loyal American: Seattle's Japanese American Schoolchildren during World War II*. New York: Routledge.

## **Mon, Nov 3**

*Civil Rights, Integration, and School Reform (1954-1980)*

Spring, Chapter 16

Tyack & Cuban, Chapters 3 & 4.

### Book review sources:

\*Castellanos, D. (1985). *The best of two worlds: Bilingual-Bicultural education in the U.S.* Trenton, N.J.: New Jersey State Department of Education.

\*San Miguel, G. (1987). *"Let them all take heed;" Mexican-Americans and the campaign for educational equality in Texas, 1910-1981*. Austin: University of Texas Press.

\*West, E. (1972). *The Black American and education*. Columbus: Charles Merrell.

**Mon, Nov 11**

*Rights and Opportunities in American Education (1965-1980):*

Rippa, S. (1967) *Education in a free society: An American history*. Read Chapter 12, pp. 325-341.

Perlstein, D. (2002). Minds stayed on freedom: Politics and pedagogy in the African American freedom struggle. *American Educational Research Journal*. V. 39, n. 2. pp. 249-277.

Donato, R., Menchaca, M., Valencia, R. Segregation, desegregation, and integration of Chicano students: Problems and prospects. In Valencia, R. (Ed.). *Chicano school failure and success: Research and policy analysis for the 1990's*. New York: Falmer. pp. 27-63.

***Draft of paper sections B and C are due***

Book review sources:

\*Baugh, J. (2000). *Beyond Ebonics: Linguistic pride and racial prejudice*. New York: Oxford University Press.

\*McCarty, T. (2002). *A place to be Navajo: Rough Rock and the struggle for Self-Determination in Indigenous schooling*. Mahwah, NJ: Lawrence Erlbaum and Associates.

\*Nieto, S. Ed. (2000) *Puerto Rican Students in U.S. Schools*. Mahwah, N.J. Lawrence Earlbaum.

\*U.S. Commission on Civil Rights (1971). *Mexican American education study, Report 1: Ethnic Isolation of Mexican Americans in the public schools of the southwest and Report 2: The unfinished education: Outcomes for minorities in five southwestern states*. Washington, D.C.: Government Printing Office.

**Mon, Nov 18**

*Reform Efforts of the 1980's and 1990's*

Spring, Chapter 17

Tyack & Cuban, Chapter 5

National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative for Educational Reform*. Skim entire document.

Berliner, D. & Biddle, B. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. Reading, MA: Addison-Wesley Publishing Company. Chapters 1 and 2.

Carnoy, Martin. (1989). Education, State, and Culture in American Society. In Giroux, Henry & McLaren, Peter (eds), *Critical Pedagogy, the State, and Cultural Struggle*. Albany, New York: State University of New York Press.

Feinberg, Walter. (1989). Fixing the schools: the ideological turn.. In Giroux, Henry & McLaren, Peter (eds), *Critical Pedagogy, the State, and Cultural Struggle*. Albany, New York: State University of New York Press.

Draft of paper sections D and E due

Book review sources:

\*Berliner, D. & Biddle, B. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. Reading, MA: Addison-Wesley Publishing Company.

\*Levin, B. (2001). *Reforming education: From origins to outcomes*. New York: Routledge.

\*Jossey-Bass Reader on School Reform. 2002 edition.

\*Phillips, R. Ed. (2001). *Education, reform, and the state: Twenty-Five years of politics*. London: Routledge Falmer.

\* Ravitch, D. (1983). *The Troubled Crusade*.

**Mon, Nov 24**

*Testing and Accountability: Historical and Contemporary Constructions*

Fass, P. The IQ: A cultural and historical framework. *American Journal of Education*. 88(4). 431-455.

Scheurich, J. J., Skrla, L., Johnson, J. F. (2000). Thinking carefully about equity and accountability. In Skrla, Linda & Scheurich, James Joseph (eds.) *Educational Equity and Accountability*. New York: Routledge.

Valencia, Richard, Valenzuela, Angela, Sloan, Kris, & Foley, Douglas E. (2004). Let's treat the cause, not the symptoms: Equity and accountability in Texas revisited. In Skrla, Linda & Scheurich, James Joseph (eds.) *Educational Equity and Accountability*. New York: Routledge.

Fuller, Edward J. & Johnson, Joseph Jr. (2004). Can state accountability systems drive improvements in school performance for children of color and children from low-income homes? In Skrla, Linda & Scheurich, James Joseph (eds.) *Educational Equity and Accountability*. New York: Routledge.

Anderson, Gary. (2004). Promoting educational equity in a period of growing social inequity: the silent contradictions of Texas school reform discourse. In Skrla, Linda & Scheurich, James Joseph (eds.) *Educational Equity and Accountability*. New York: Routledge.

Discussion of policy analysis papers.

Book review sources:

\*Ravitch, D. (Ed.) (2002). *Brookings papers on education policy: 2002*. Washington: Brookings Institution Press.

\*Sánchez, G. Masters thesis at U.T. (1931) and other writings (his collection is housed at the Benson Latin American library).

\*Willis, P. (1977). *From learning to labour: How working class kids get working class jobs*. New York: Columbia University Press.

**Mon, Dec 1**

Discussion of policy analysis papers, Wrap up and course evaluation.

**Fri Dec 6**

The final written policy analysis is due by 5:00 Friday,.

Other book review sources:

\*Rippa, S. (1967) *Education in a free society: An American history*. New York: Longman.

\* Kliebard, H. (1987). *The struggle for the American curriculum, 1893-1958*. New York: Routledge and Kegan Paul.

\* Katz, M. (1975). *Class, bureaucracy, and schools: The illusion of educational change in America*. New York: Praeger.

## Research and Writing Resources:

American Psychological Association. Publication manual of the American Psychological Association. Washington, D.C.: Author.

Booth, W., Colomb, G., & Williams, J. (1995). *The Craft of Research*. Chicago: University of Chicago Press.

Hart, C. (1998) *Doing a Literature review: releasing the social science research imagination*.

Elbow, P. (1998). *Writing with power: Techniques for mastering the writing process*. New York: Oxford University Press.

King, S. (2000). *Writing: A memoir of the craft*. New York: Pocket Books.

Rudestam, K. & Newton, R. (2001). *Surviving your dissertation: A comprehensive guide to content and process*. Thousand Oaks, Ca.: Sage Publications.

Shrunk, W. & White, E.B. (2000). *The Elements of Style*. New York: Longman Publishers.

Warriner, J. (1986). *Warriner's English grammar and composition*. Orlando: Harcourt Brace.

Wolcott, H. (2001). *Writing up qualitative research*, 2nd Ed.. Thousand Oaks: Sage Press.