

THE UNIVERSITY OF TEXAS AT AUSTIN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

COURSE SYLLABUS

EDUCATIONAL POLITICS AND POLICY

Core Course
EDA 388P – 09270

Fall 2005
Mondays 7-10 pm
SZB 370

CHARLES T. CLARK, Instructor

JANICE HANSEL, Graduate Assistant

JO BENNETT, Graduate Assistant

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TX 78712-1291
512-471-7551

INSTRUCTOR CONTACT INFORMATION

Office: Educational Administration, SZB 374E
Phone: 512-475-8587
Fax: 512-471-5975
Office Hours: Available Monday-Friday
E-Mail: e-mail: tclark@mail.utexas.edu

Janice Hansel Phone: 512-422-9924
E-mail: janice.hansel@mail.utexas.edu

Jo Bennett Phone: 512-633-2554
E-mail: jobennett@mail.utexas.edu

Course Description: This is one of five core courses in the Department of Educational Administration. It provides an introduction to the field of educational politics with special emphasis on theoretical and conceptual analysis of the political behavior of education's stakeholders and the policy performance of educational systems.

Course Rationale

- I. Educational leaders need to develop conceptual knowledge and skills in analyzing, exploring, thinking about, and acting on the societal and organizational forces that influence educational policy and decision making at all levels of the educational system, as well as within different organizational settings.
- II. Effective leaders should be able to analyze, synthesize and apply research and theory derived from the political and social sciences, educational politics and policy-making literature, and ones own experiential background to problems associated with positions they either currently occupy or aspire to hold.
- III. By combining theoretical and research contributions with personal resources, experiences, and problem solving capacities of students enrolled in the class, each class participant will increase his/her capability to deal with uncertainty, instability, uniqueness and value conflicts inherent in problem solving situations.

Course Objectives: On completion of this course, each student should:

1. Be familiar with perspectives on politics and governance from political science, the evolution of the politics of the education field, and major conflicting social values of American society that form the basis of the politics of education.
2. Be able to use alternative conceptual frameworks and theories, i.e., political systems, conflict and power, etc., in explaining political behavior in educational settings.

3. Know key actors and agencies and what they do to translate demands and resources into policies and decisions affecting American education.
4. Understand the process by which policies, decisions and actions are made and implemented in educational institutions at school and school district, state, and federal governmental levels, and the differences between political and policy research.
5. Be able to apply political frameworks and theories to your own work setting and institutional environment.
6. Be able to apply political frameworks and theories to evaluate policy issues.

Course Content Focus and Overview

- I. The focus of the course is on:
 - a. The Politics of Education in local, state, and federal educational agencies and institutions.
 - b. Educational agencies and institutions as political systems or subsystems of larger political systems affecting American education (while there is a K-16 orientation to our study of educational politics and policy, the emphasis in this course is on schools, districts, and educational policy agencies within local, state, and federal bureaucracies, interest groups, governmental institutions).
- II. The content of the course includes:
 - a. Politics: What does it mean? How is it analyzed? Definitions and frameworks, as well as approaches to political problems/issue analysis.
 - b. Major Concepts:
 - Political cultures within political systems: How deep rooted values dominate agendas in different regions, states, and institutions and influence the demands and supports processed by political systems.
 - Power, influence, and control: rational vs. irrational understandings of “who gets what, when, and how” (Laswell, 1936) when dealing with a zero-sum (finite resources unequally distributed) game of politics.
 - Conflict and political culture: pluralistic values of excellence, equity, choices, and efficiency with moralistic, individualistic and traditionalistic cultures; competition over priorities, policies and potential outcomes; system stress, uncertainty, stability, turbulence.
 - Interest groups, community participation and coalitions: politics in action within and outside and educational organization; strategies and tactics of negotiating agreements.
 - Micropolitics: analysis of departments, divisions, schools, school districts, universities, governing boards and committees.

- Macro-politics: analysis of educational reform since the 1980s; current events pertinent to educational politics; socio-political context of educational policy making.
- c. Research perspectives: Different schools of thought place different emphases on the constructs of structure, culture and rationality. How do the different ontological and epistemological foundations of various research schools yield different insights into the problems of educational politics?

Teaching/ Learning Strategies: This course relies heavily on student participation. It is problem-based, and inquiry oriented. While learning in this course will take place as a result of lectures, guest speakers, readings, and concentrated study by individual students within the course, a major teaching/ learning strategy calls for small group discussions, individual and group presentations (spontaneous and planned), and class discussions. Students are expected to develop skill in applying theoretical constructs to real problems, issues, and situations.

Course Requirements:

Texts

Scribner, J. & Layton, D. (1995). Selected chapters placed on BlackBoard. Politics of Education Association Yearbook. Washington, DC: The Falmer Press.

Heck, R. H. (2004). Studying Educational and Social Policy: Theoretical Concepts and Research Methods. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Other required articles placed on BlackBoard.

Reading (30%): Required readings are listed after each weekly topic (See text and readings following weekly topics). You are expected to read all required readings prior to attending class. Optional readings are encouraged for you to read. They are listed in the supplemental references by category.

Students must post guiding questions from the readings to the class bulletin board and then answer/discuss one of the questions posted. Post one question per assigned reading. Respond to one question from another student's posting. Respond to a different student's question each week. These questions must be posted no later than Saturday at 5:00 p.m. and the responses must be made by Sunday at noon preceding each class. **Please Note: You are responsible for keeping track of and signing off on the number of articles read at the end of the semester.**

Participation and Attendance (20%): Learning takes place as a result of active participation. Consequently, attendance at each class is critical. It is your responsibility to attend class.

Politics and Policy Paper (40%): Students will write one policy research paper (approximately 20 pages, excluding bibliography) that includes both a political and policy analysis of a policy. This paper is not intended to be a programmatic evaluation. This paper offers an opportunity for

students to apply course concepts and theoretical frameworks to a policy issue of interest. Relevant literature and data should be used to support your analysis. To facilitate the paper writing process, the following benchmarks have been established:

- 1) Policy identification: Students are to submit a paragraph on **September 26** that describes the policy and briefly explains, a) the specific problem it is intended to address, and 2) the rationale for choosing this policy. From Heck (2004), introduction,

“Finding a policy problem to research is a highly individual endeavor. I have observed that for some students, it is easy. Others struggle with where to “find” one. Potential research problems can be found in a variety of places – from personal interest and experience, the workplace, academic journals, grant opportunities from governmental and private funding agencies, as well as in the unfolding news stories that are covered in professional newspapers. Problems may be ideas we have carried with us over the years. In other cases, the ‘light just goes on,’ and one may get an idea for a research study out of something that was covered in the media, or a problem that presents itself for the first time during the course of a conversation” (p. xxii).

- 2) Literature review: An annotated bibliography suggesting the literature that will be used to investigate the policy is due **October 17**. The intent is to provide an opportunity for students to show progress. *It is assumed that this initial review of the literature will be incomplete.* Heck suggests starting your literature review search in the last five years of the Current Index to Journals in Education (CIJE) and the annual meeting programs for the American Educational Research Association (AERA). You may have ideas of your own.
- 3) A formal outline of the paper is due **November 7**.
- 4) Final papers are due by, **December 12**.

The paper should define the selected policy and provide a historical context of the policy. This section should include an analysis of the how and why this policy was proposed, adopted, and implemented (Cochran et al., 1986) at the micro or macro level.

Students should analyze issues surrounding the policy by applying two policy concepts, frameworks, or theories/theoretical perspectives, such as:

- Political culture and values
- Interest groups
- Conflict and power
- Federalism
- Educational reform and change
- Political systems
- Rational choice theory
- Critical theory
- Institutional theory
- Democratic theory

The analysis should discuss evidence of the policy's impact (i.e., "the degree to which what is happening is what is intended" (Sroufe, 1995, p. 77).

The conclusion of the paper should include a brief discussion of changes in the political environment that have affected the policy's prominence on the educational political agenda *and* the future of this policy based on a concept, framework, or theory/theoretical perspective. Please refer to the list of examples above. The same concept/framework/theory/theoretical perspective may be applied or an alternative applied in the conclusion.

Peer Critiques (5%): To increase discussion about the policy papers within the teams, pairs of students will read and provide comments on each other's drafts of the policy identification paragraph and the formal outline. **The comments will be exchanged and given to the professor and/or graduate assistant. (These comments need to be stapled to the assignments that are turned in).**

Progress Reports (5%): To increase discussion about the policy papers within the class, students will give very brief **oral** progress reports of their policy research. The reports can be no longer than 3 minutes and 2 minutes will be provided for questions and feedback from classmates.

Weekly Schedule of Topics

September 12: Course Introduction. Policy and Politics. Frameworks, Theories, and Models.

September 19: An Introduction to Policymaking and Its Study. Policy Development, Implementation, and Impact.

September 26: Federalism and Macropolitics (Power and Conflict).

October 3: Conceptual Frameworks: Cultural Values and Political Culture. (Choice, Equity, Efficiency, Quality).

October 10: Conceptual Frameworks: Rational (from Economic Theories) and Systems Framework.

October 17: Conceptual Framework: Micropolitics.

October 24: Conceptual Frameworks: Punctuated Equilibrium (Chicago Reforms) and Advocacy Coalition.

October 31: Conceptual Framework: Institutional (Structural).

November 7: Conceptual Framework: Critical Theory (New Approaches).

November 14: Interest Groups and Political Systems. *And Working Day (bring outline and bibliography) and work in groups with peers for feedback on paper).*

November 21: Texas Accountability System: A policy analysis of one issue: Accountability through its Policy Development, Implementation, and Impact phases. Also, a look at the Accountability System through different Frameworks.

November 28: Politics of Change and Agenda Setting.

December 5: Oral Presentation of Papers (five minutes each). Course Evaluation.

Weekly Schedule

September 12: Course Introduction

Course Introduction.

Review Syllabus/Course Expectations.

Explorations of Terms, Definitions, Contexts.

Divide into teams and choose a peer for your policy research paper.

September 19: An Introduction to Policymaking and Its Study. Policy Development, Implementation, and Impact.

Heck, R. H. (2004). Preface and Introduction. Chapter 1: An Introduction to Policymaking and Its Study, and Chapter 3: Studying Policy Development, Implementation, and Impact. In Heck, R. H. (2004), *Studying Educational and Social Policy: Theoretical Concepts and Research Methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Scribner, J. D., Aleman, E., & Maxcy, B. D. (2003). "Emergence of the politics of education field: Making sense of the messy center." *Educational Administration Quarterly*, 39(1), 10-40.

Wong, K. K. (1995). The politics of education: From political science to multidisciplinary inquiry. . In J. D. Scribner & D. H. Layton & Politics of Education Association. (Eds.), *The Study of Educational Politics: The 1994 Commemorative Yearbook of the Politics of Education Association (1969-1994)* (pp. 21-35). Washington, DC: Falmer Press.

September 26: Macropolitical Theory: Federalism, Power, and Conflict.

Heck, R. H. (2004). Chapter 3: Studying Policy Development, Implementation, and Impact. In Heck, R. H. (2004), *Studying Educational and Social Policy: Theoretical Concepts and Research Methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Loveless, T. (1998). Uneasy allies: The evolving relationship of school and state. *Educational Evaluation and Policy Analysis*, 20(1), 1-8.

Sroufe, G. (1995). Politics of education at the federal level. In J. D. Scribner & D. H. Layton & Politics of Education Association. (Eds.), *The Study of educational politics : the 1994 Commemorative Yearbook of the Politics of Education Association (1969-1994)* (pp. 75-88). Washington, DC: Falmer Press.

October 3: Conceptual Frameworks: Cultural Values and Political Culture.

(Choice, Equity, Efficiency, Quality).

Elazar, D. J. (1994b). The political subcultures of the United States. In D. J. Elazar (Ed.), *The American mosaic: the impact of space, time, and culture on American politics* (pp. 229-257). Boulder: Westview Press.

Heck, R. H. (2004). Chapter 4: Studying Policy Development, Implementation, and Impact. In Heck, R. H. (2004), *Studying Educational and Social Policy: Theoretical Concepts and Research Methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Stout, R., Tallerico, M., & Scribner, K. P. (1995). "Values: The 'what' of the politics of education." In J. D. Scribner & D. H. Layton & Politics of Education Association. (Eds.), *The Study of educational politics: the 1994 Commemorative Yearbook of the Politics of Education Association (1969-1994)* (pp. 5-20). Washington, DC: Falmer Press.

October 10: Conceptual Frameworks: Rational (from Economic Theories) and Systems Framework.

Heck, R. H. (2004). Chapter 6: Economic and Organizational Perspectives. In Heck, R. H. (2004), *Studying Educational and Social Policy: Theoretical Concepts and Research Methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Boyd, W. L., Crowson, R. L., & Van Geel, T. (1995). Rational choice theory and the politics of education: promise and limitations. In J. D. Scribner & D. H. Layton & Politics of Education Association. (Eds.), *The Study of educational politics : the 1994 Commemorative Yearbook of the Politics of Education Association (1969-1994)* (pp. 127-145). Washington, DC: Falmer Press.

Easton, D. (1957). An approach to the analysis of political systems. *World Politics*, 9(3), 383-400.

October 17: Conceptual Framework: Micropolitics.

Iannaccone, L., & Lutz, F. (1995). The crucible of democracy: the local arena. In J. D. Scribner & D. H. Layton & Politics of Education Association. (Eds.), *The Study of educational politics : the 1994 Commemorative Yearbook of the Politics of Education Association (1969-1994)* (pp. 39-52). Washington, DC: Falmer Press.

Marshall, C., & Scribner, J. D. (1991). It's all political: Inquiry into the micropolitics of education. *Education and Urban Society*, 23(4), 347-355.

Blasé, J. & Anderson, G. L. (1995). Introduction. *The Micropolitics of educational leadership: from control to empowerment*. New York, NY: Columbia Teacher's College Press.

October 24: Conceptual Frameworks: Punctuated Equilibrium (Chicago Reforms) and Advocacy Coalition.

Heck, R. H. (2004). Chapter 4: Political Cultural and Policymaking, and Chapter 5: Punctuated-Equilibrium Theory and Advocacy Coalition Framework. In Heck, R. H. (2004), *Studying Educational and Social Policy: Theoretical Concepts and Research Methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Malen, B. (1995). The micropolitics of education: Mapping the dimensions of power relations in school politics. In J. D. Scribner & D. H. Layton & Politics of Education Association. (Eds.), *The Study of educational politics : the 1994 Commemorative Yearbook of the Politics of Education Association (1969-1994)* (pp. 147-167). Washington, DC: Falmer Press.

(Case 1, 4, and 6) From the Chicago School Reform.

October 31: Conceptual Frameworks: Institutionalism

DiMaggio, P., & Powell, W. W. (1991). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. In W. W. Powell & P. DiMaggio (Eds.), *The New institutionalism in organizational analysis* (pp. 63-82). Chicago: University of Chicago Press.

Meyer, J., & Rowan, B. (1977). "Institutionalized organizations: Formal structure as myth and ceremony." *American Journal of Sociology*, 83(2), 340-363.

Cibulka, J. (1996). The reform and survival of American public schools: An institutional perspective. In R. L. Crowson & W. L. Boyd & H. B. Mawhinney (Eds.), *The politics of education and the new institutionalism: Reinventing the American school, The 1995 yearbook of the Politics of Education Association* (pp. 7-22). Washington, DC: Falmer Press.

November 7: Conceptual Frameworks: Critical Theory

Heck, R. H. (2004). Chapter 7: Going Against the Grain: New Approaches. In Heck, R. H. (2004), *Studying Educational and Social Policy: Theoretical Concepts and Research Methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.

Marshall, C., & Anderson, G. (1995). Rethinking the public and private spheres: Feminist and cultural studies perspectives on the politics of education. In J. D. Scribner & D. H. Layton & Politics of Education Association. (Eds.), *The Study of Educational Politics: The 1994 Commemorative Yearbook of the Politics of Education Association (1969-1994)* (pp. 169-182). Washington, DC: Falmer Press.

Young, M. (1999). Multifocal educational policy research: Toward a method for enhancing traditional educational policy studies. *American Educational Research Journal*, 36(4), 677-714.

Ladson-Billings, G., & Tate, W. (1997). Toward a critical race theory of education. *Teachers College Record*, 97(1), 47.

November 14: Interest Groups and Political Systems. And Working Day (bring outline and bibliography) and work in groups with peers for feedback on paper). (Oral Progress Reports).

Bjork, L., & Lindle, J. C. (2001). Superintendents and interests groups. *Educational Policy*, 15(1), 76-92.

Mawhinney, H. B., & Lugg, C. A. (2001). Introduction: Interest groups in United States education. *Educational Policy*, 15(1), 3-12.

November 21: Texas Accountability System: A policy analysis of one issue: Accountability through its Policy Development, Implementation, and Impact phases. Also a look at the Accountability System through different Frameworks.

Scheurich, J., & Skrla, L. (2001). Continuing the conversation on equity and accountability: Listening appreciatively, responding responsibly. *Phi Delta Kappan*, 83(4), 322-326.

Scheurich, J., Skrla, L., & Johnson, J. (2000). Thinking carefully about equity and accountability. *Phi Delta Kappan*, 82(4), 293-299.

Valencia, R. R., Valenzuela, A., Sloan, K., & Foley, D. E. (2001). Let's treat the cause, not the symptoms: Equity and accountability in Texas revisited. *Phi Delta Kappan*, 83(4), 318-323.

November 28: Politics of Change and Agenda Setting.

Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher*, 19(1), 3-13.

Kingdon, J. (1995). Agenda setting. In S. Theodoulou & M. Cahn (Eds.), *Public Policy: The Essential Readings* (pp. 105-113). Englewood Cliffs, NJ: Prentice Hall.

Scribner, J. D., Reyes, P., & Fusarelli, L. D. (1995). Educational politics and policy: And the game goes on. In J. D. Scribner & D. H. Layton & Politics of Education Association. (Eds.), *The Study of educational politics: the 1994 Commemorative Yearbook of the Politics of Education Association (1969-1994)* (pp. 201-212). Washington, DC: Falmer Press.

December 5: Oral Presentation of Papers (five minutes each). Course Evaluation.

Books of Interest

- Almond, G., & Powell, F. (1966). Comparative politics: A developmental approach. Boston: Little, Brown, & Co.
- Bacharach, S., & Lawler, E. (1980). Power and politics in organizations. San Francisco: Jossey-Bass.
- Ball, S. (1987). The micropolitics of the school: Towards a theory of school organization. London: Methuen.
- Baumgartner, F. & Jones, B. (1993). Agendas and instability in American politics. Chicago: The University of Chicago Press.
- Berlinger, D. & Biddle, B. (1995). The manufactured crisis: Myths, fraud and the attack on America's Public Schools. New York: Longman.
- Blasé, J. & Anderson, G. (1995). The micropolitics of educational leadership. New York: Teachers College Press.
- Bowles, S. & Gintis H. (1976). Schooling in capitalist America. New York: Basic Books.
- Chubb, J. & Moe, T. (1990). Politics, markets, and America's school. Washington, DC: Brookings Institution.
- Cooper, B. S., Fusarelli, L. D., & Randall, E. V. (2004). Better policies, better schools: Theories and applications. Boston, MA: Pearson Education.
- Crowson, R., Boyd, W. L., & Mawhinney, H. (1996). The politics of education and the new institutionalism: Reinventing the American school. Washington, DC: The Falmer Press.
- DiMaggio P. & Powell W. (1991). The new institutionalism in organizational analysis. Chicago: The University of Chicago Press.
- Fuhrman, S. ed., (1996). Rewards and reform. San Francisco, CA: Jossey-Bass.
- Grodzins, M. (1963). (Ed.), A nation of states. Chicago: Rand McNally.
- Hoyle, E. (1986). The politics of school management. London: Hodder & Stoughton.
- Kingdon, J. (1984). Agendas, alternatives, and public policies. Glenview, IL: Scott Foresman and Company.
- Lindle, J. C. (1994). Surviving school micropolitics: Strategies for administrators. Lancaster, PA: Technomic Publishing Co.
- Marshall, C., Mitchell, D., & Wirt, F. (1989). Culture and education policy in the American states. New York: Falmer Press.
- Mills, C. W. (1956). The power elite. London: Oxford University Press.
- Peters, B. G. (1999). Institutional theory in political science: The 'New Institutionalism'. London: Pinter.
- Scott, R. W. (2001). Institutions and organizations. (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Scribner, J. D. (Ed.). (1977). The politics of education. Chicago: University of Chicago Press.
- Stone, D. (1988). Policy paradox and political reason. New York: Harper Collins.
- Theodoulou, S. Z., & Cahn, M. A. (1995). Public policy: The essential readings. Englewood Cliffs, NJ: Prentice Hall.
- Tyack, D. & Cuban, L. (1995). Tinkering toward Utopia: A century of public school reform. Cambridge, Massachusetts: Harvard University Press.
- Zeigler, L. H., & Jennings, M. K. (1974). Governing American schools: Political interaction in local school districts. North Scituate, MA: Duxbury Press.

Introduction to the Field

- Allison, G. T. (1969). Conceptual models and the Cuban missile crisis. *The American Political Science Review*, 63(3), 689-718.
- Englert, R., & Scribner, J. D. (1977). The politics of education: An introduction. In J. D. Scribner (Ed.), The politics of education Chicago: University of Chicago Press.
- Fowler, F. C. (2000). Policy studies for educational leaders: An introduction. Upper Saddle River, NJ: Merrill.
- Goodlad, J. (1984). We want it all, Chapter 2. A place called school: Prospects for the future Toronto: McGraw-Hill.
- Goodlad, J. I., & Keating, P. (Eds.). (1994). Access to knowledge: The continuing agenda for our nation's schools. New York: College Entrance Examination Board.
- Kirst, M. (1984). Who controls our schools: American values in conflict. Stanford: Stanford Alumni Association.
- Kirst, M. (2000). Bridging Education Research and Education Policymaking. *Oxford Review of Education*, 26(3-4), 1-8.
- Lindblom, C. (1995). The 'science' of muddling through. In S. Theodoulou & M. Cahn (Eds.), *Public Policy: The Essential Readings* (pp. 113-127). Englewood Cliffs, NJ: Prentice Hall.
- Lichbach, M. I. (1997). Social theory and comparative politics. In M. I. Lichbach & A. S. Zuckerman (Eds.), *Comparative politics: Rationality, culture, and structure* (pp. 239-276). New York, NY: Cambridge University Press.
- McCool, D. (1995). *Public policy theories, models, and concepts: An anthology*. Englewood Cliffs, N.J.: Prentice Hall.
- Ripley, R. B. (1985). Political science and public policy, Chapter 1. In policy analysis in political science Chicago: Nelson-Hall.
- Sabatier, P., & Mazmanian, D. (1995). A conceptual framework of the implementation process. In S. Theodoulou & M. Cahn (Eds.), *Public Policy: The Essential Readings* (pp. 153-173). Englewood Cliffs, NJ: Prentice Hall.
- Schulman, P. (1995). Nonincremental policy making. In S. Theodoulou & M. Cahn (Eds.), *Public Policy: The Essential Readings* (pp. 128-137). Englewood Cliffs, NJ: Prentice Hall.

Political Systems Analysis

- Almond, G., & Powell, F. (1966). Comparative politics: A developmental approach. Boston: Little, Brown, & Co.
- Becker, G. S. (1976). The economic approach to human behavior. In G. S. Becker (Ed.), *The economic approach to human behavior* (pp. 3-14). Chicago: Chicago University Press.
- Berry, N. (1972). Political configurations: An analysis of the political system in society. Pacific Palisades, CA: Goodyear Publishing Co.
- DeLeon, P. (1997). *Democracy and the policy sciences*. Albany, NY: State University of New York Press.

- Downs, A. (1957/2000). An economic theory of democracy. In R. Blaug & J. Schwartzmantel (Eds.), *Democracy: A reader* (pp. 344-347). New York, NY: Columbia University Press.
- Easton, D. (1965). A systems analysis of political life. New York: John Wiley & Sons.
- Fearon, J. D. (1998). Deliberation as discussion. In J. Elster (Ed.), *Deliberative democracy* (pp. 44-69). New York, NY: Cambridge University Press.
- Friedman, M., & Friedman, R. D. (1982). *Capitalism and freedom*. Chicago, IL: University of Chicago Press.
- Goodlad, J. I. (1996). Democracy, education and community. In R. Soder (Ed.), *Democracy, education, and the schools* (1st ed., pp. 87-124). San Francisco: Jossey-Bass.
- Habermas, J. (1974/2000). The public sphere: An encyclopedia article. In R. Blaug & J. Schwartzmantel (Eds.), *Democracy: A reader* (pp. 509-514). New York, NY: Columbia University Press.
- Hurn, C. J. (1985). Theories of schooling and society: The functional and conflict paradigms, Chapter 2. In *The limits and possibilities of schooling, 2nd ed.* Newton, MA: Allyn & Bacon.
- Malen, B., et al. (1993). Policy and political influences. (Chapter 20). In S. D. Thomson (Ed.), Principals for our changing schools: Knowledge and skills base (pp. 20:1-20:37). Fairfax, VA: National Policy Board for Educational Administration.
- Manin, B. (1987/2000). On legitimacy and political deliberation. In R. Blaug & J. Schwartzmantel (Eds.), *Democracy: A reader* (pp. 501-508). New York, NY: Columbia University Press.
- Mitchell, W. (1962). The American polity. New York: The Free Press.
- Morgan, G. (1986). Organizations as political systems. (Chapter 6). In Images of organization (pp. 141-198). Beverly Hills, CA: Sage.
- Passerin d'Entreves, M. (2002). *Democracy as public deliberation: new perspectives*. New York, NY: Manchester University Press.
- Pateman, C. (1970). *Participation and democratic theory*. Cambridge, UK: University Press.
- Prestine, N. A. (1991). Political system theory as an explanatory paradigm for teacher education reform. American Educational Research Journal, 28(2), 237-274.
- Thompson, J. (1976). Policy making in American public education: A framework for analysis. Englewood Cliffs, NJ: Prentice-Hall.
- Wald, K. D., Owen, D. E., & Hill, S. S., Jr. (1988). Churches as political communities. *American Political Science Review*, 82(2), 531-548.
- Zeigler, L. H., & Jennings, M. K. (1974). The politics of local school systems, Chapter 1. In Governing American schools: Political interaction in local school districts (pp. 1-22). North Scituate, MA: Duxbury Press.

Federalism

- Berry, J. (1984). Madison's dilemma. In J. Berry (Ed.), *The interest group society* (pp. 1-15). Boston, MA: Little, Brown and Company.
- Kramnick, I. (1987). Editor's introduction. In I. Kramnick (Ed.), *The federalist papers* (pp. 515). Harmondsworth: Penguin.
- Madison, J. (1787-8/2000). The federalist papers: X. In R. Blaug & J. Schwartzmantel (Eds.), *Democracy: A reader* (pp. 53-58). New York, NY: Columbia University Press.

- Madison, J., Hamilton, A., Jay, J., & Kramnick, I. (1987). *The federalist papers*. Harmondsworth: Penguin.
- Beer, S. H. (1993). *To make a nation: The rediscovery of American federalism*. Cambridge, MA: Belknap Press of Harvard University Press.
- Selection from: Schattschneider, E. E. (1988). *The semisovereign people: A realist's view of democracy in America*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Tocqueville, A. d., & Heffner, R. D. (1984). *Democracy in America*. New York: Penguin.

Political Culture

- Bachrach, P., & Baratz, M. S. (1962). Two faces of power. *The American Political Science Review*, 56(4), 947-952.
- Elazar, D. J. (1994). The American mosaic: The impact of space, time and culture on American politics. Boulder, CO: Westview Press.
- Gee, J. P., Hull, G. A., & Lankshear, C. (1996). Sociocultural literacy, discourses, and the new work order. In J. P. Gee & G. A. Hull & C. Lankshear (Eds.), *The new work order: Behind the language of the new capitalism* (pp. 1-23). Boulder, CO: Westview Press.
- Hanson, R. (1980). Political culture, interparty competition, and political efficacy in the American states. *Publius(Spring)*, 17-36.
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