

**EDA 388P: Educational Politics and Policy
(Emphasis: Higher Education)
09170 - Spring 2006
Wednesday 9:00 am - 12:00 Noon
SZB 364
Instructor: James P. Duncan
Ashbel Smith Professor
Higher Education Administration**

COURSE SYLLABUS

COURSE DESCRIPTION: Politics of Education (EDA 388P) is a core course in the Department of Educational Administration. It provides an introduction to the field of educational politics with special emphasis on theoretical and conceptual analyses of the political behavior of education's stakeholders and the policy performance of educational systems. The Spring Semester offering of EDA 388P is designed to focus specifically on the Politics of Higher Education and is intended primarily for students in the HEA and CCLP doctoral programs.

COURSE RATIONALE: Educational leaders (in this context higher education leaders) need to develop conceptual knowledge and skills in analyzing and exploring, societal, organizational, and individual (stakeholder) forces that influence educational policy and decision making at all levels, as well as within different organizational settings.

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 to problems associated with positions they either currently occupy or aspire to hold.

By combining theoretical and research contributions with 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:

- Have become more familiar with perspectives on politics and governance, more knowledgeable about the evolution of the politics of higher education and aware of major conflicting social values that form the basis of the politics of American higher education.
- Be able to use alternative conceptual frameworks and theories, i.e., political systems, political culture, interest groups, conflict, power and educational reform/change in explaining political behavior in higher educational settings.
- Know who the key actors and agencies are and what they do to translate demands and resources into policies and decisions affecting American higher education.
- Understand the process by which policies, decisions and actions are made in higher education institutions, at state and federal governmental levels and the difference between political and policy research.
- Be able to apply what they have learned to their own work settings and institutional environments.
- Be able to apply political frameworks and concepts to evaluate policy issues.

COURSE CONTENT: FOCUS AND OVERVIEW

I. The focus of this course is on:

- A. The politics of higher education, educational agencies and institutions.
- B. Educational agencies and institutions as political systems or subsystems of larger political systems affecting American higher education, as well as local, state and federal bureaucracies, interest groups and governmental agencies.

II. The content of the course includes:

- A. Politics: What does it mean? How is it analyzed? Definitions as well as approaches to using political concepts/frameworks to assist in explaining, understanding and solving policy problems. Issue analyses are undertaken to accomplish this goal.
- B. Major concepts:
 - 1. Power, influence, control: "who gets what, when, and how" when dealing with a zero-sum (finite resources unequally distributed) game of politics.
 - 2. Conflict: pluralistic values of excellence, equity, choice and efficiency; competition over priorities, and policies reflecting these major value streams and potential outcomes that often result in system stress, uncertainty, instability, and sometimes uncontrollable turbulence.
 - 3. 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.
 - 4. Interest groups, community participation and coalitions: politics in action within and outside an educational organization; strategies and tactics used to negotiate agreements.
 - 5. Micropolitical analyses: analysis of departments, divisions, universities, governing boards and committees.
 - 6. Macropolitical analyses: analysis of extraorganizational events defining educational politics; and the larger socio-political context influencing higher educational policymaking.

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, a major teaching/learning strategy calls for small group discussions, individual and group presentations (spontaneous and planned), class discussion, role playing exercises, and participation in intensive group learning exercises.

COURSE REQUIREMENTS:

Attendance/Preparation and Participation: It is your responsibility to attend class. Because learning takes place as a result of active participation in discussion, attendance in this course is critical. All absences will be assessed.

Readings: All readings listed in the Course Outline are required readings and are to be read prior to attending the specific class. Required Readings are contained in the Texts or the Course Packet available for purchase at Speedway Copy & Printing, 2025 Dobie Mall. Additional reading assignments will be given during the course of the semester particularly related to issue topics.

Article/Chapter Critiques: It is possible to earn up to ten (10) extra credit points by critiquing journal articles or chapters on subject with the course and published within the past five years. (*Chronicle of Higher Education* and other public press articles not eligible.) These articles/chapters should be empirical (data based), conceptual (frameworks for understanding/explaining), or policy-oriented (evaluation and policy analysis research). A brief (one to two paragraph) summary of each article/chapter and an additional paragraph indicating why this particular article contributes to the individual student's understanding of concepts/issues for the course and its potential value for future use as a course reading. Bibliographical references for each of the articles/chapters should be cited using APA or similar style procedures. *A copy of the article/chapter is to be attached to the summary.*

Small Groups and Class Discussion: Each class will include discussion to explore the assigned readings and topics. Each student will be randomly assigned to a small group. These groups will meet in class and sometimes outside class throughout the semester to discuss assigned topics and/or work on class projects. The small groups will regularly report back to the class and or lead class discussion on assigned topics.

Working as a team requires collaborative skills and the full participation of each member. Chronic arguers, take-charge types, quiet types, manipulators, laggards, rate busters and the like must engage in self-examination and seek to focus individual energies on achieving a rigorous group effort, including the final document and/or oral report. Moreover, **teamwork requires a contract-like relationship in which each member of the team is responsible for an equitable share of the entire task.** Differentiation of responsibility and individual contributions to the entire group effort must be spelled out and made explicit to the instructor when a final report is submitted. No group should be rated poorly for the failure of an individual (that is the individual's responsibility). Additionally, individuals will be expected to assess the quality of their contribution and the contribution of team peers to the group project.

Mid-term Assignment: A Mid-term assignment will provide an opportunity for each student to write a paper (approximately 12-15 pages exclusive of bibliography) that includes a political and policy analysis related to a common policy issue (not a program evaluation). The focus of the exercise will be on use of concepts introduced in the course applied to an analysis of the issue. Relevant literature and data should be used to support the analysis.

Issue Analysis Project: The Issue Analysis Project is a small group project and has two main results: (1) an oral presentation/class instruction, and (2) a tightly organized, and well-supported analysis of a higher education policy issue. The project/product should include:

- Issue definition
- Policy background
- Who benefits, who loses (pros and cons)
- Stakeholder/Interest group analysis
- Disinterested recommendation
- Rationale, explanation, anticipated outcomes based on concepts and theories introduced in the course

The aforementioned points are guidelines rather than absolute requirements. The actual format for the policy analysis report will be based on the issue(s) under examination. The class will be divided into three groups, each of which will serve as an administrative staff team to a chief administrative (executive) officer (CEO or agency head). Each staff (student) group will undertake an in depth analysis of a post secondary policy issue (from among the broad issue topics included in the Course Outline) approximating the above referenced outline. Alternately, the class may be assigned a common issue with staff groups assigned segments to result in a coordinated report rather than three independent reports. The idea is that the staff is working for the CEO and must report to the CEO at the end of the semester. The CEO wants to know all that is set forth above, i.e. the position to take administratively, and must be convinced with evidence and a well developed argument/rationale to support a proposed policy and/or administrative course of action.

Final Assignment: A final assignment similar to the Mid-term may be used, dependent on the instructor's judgment regarding the quality of the mid-term. It is more likely to be revision/rework of the mid-term to achieve mastery of use of concepts.

COURSE GRADING:

Article/Chapter Critiques	10% (extra credit, 2% per)
Mid-term/Final Assessment	25%
Attendance, Preparation & Participation	40%*
Analysis Project Paper/Presentation	25%
In Class Exercises	10%

*Instructor evaluation regarding preparation/participation is obviously somewhat subjective and will be based on observations/judgments made during small group exercises and general class discussion. Thus, even when one group has assigned responsibility for leading discussion on a given topic, it is incumbent on all class members to have read the assigned readings and to participate in the related discussions.

COURSE EVALUATION: At the conclusion of the course students will be asked to evaluate the course and the instructor using the university's standard course and instructor survey and to provide additional commentary to guide future course enhancements.

SCHOLASTIC DISHONESTY: Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

ACADEMIC ACCOMMODATIONS: The University of Texas provides, upon request, appropriate academic accommodations for qualified students with disabilities. For information, contact the Office of the Dean of Students at 471-6259 or 471-4641.

INCOMPLETE GRADE: The Instructor will work with students who for a specific and valid reason find they cannot finish an assignment on time. However, out of respect for students who do complete their assignments on time, a student should expect that under normal circumstances the grade for work submitted late will be less than for the same work submitted on time.

INSTRUCTOR CONTACT/OFFICE HOURS:

Offices:	Educational Administration, SZB 374C. Phone: 471-7280 PCL Library, 6.102. Phone: 495-4263
Office Hours:	Thursday 10:00 a.m. – noon Other days/times, subject to availability or by appointment
E-mail:	j.duncan@mail.utexas.edu
Home Phone:	830-336-3804

COURSE OUTLINE

GENERAL INFORMATION:

Texts:

1. Policy Studies for Educational Leaders: An Introduction. (second edition) Frances C. Fowler (Pearson Merrill Prentice Hall 2004) (Available for purchase.) First edition copies (1999) are available through previous use and will adequately serve class purposes if already in your possession.
2. Public Policy and Higher Education. Edited by Lester F. Goodchild, Cheryl D. Lovell, Edward R. Hines and Judith I. Gill (ASHE Reader Series, Simon & Schuster, 1997) Purchase not required, incorporated into course packet as Tab I.

Assignments in Texts are listed by page numbers in the Course Outline

*** Indicates assignments from Course Packet, Tab A-H.*

A Course Packet of additional required readings is available for purchase at Speedway Copy and Printing, 2025 Dobie Mall.

Selected Other References (list to be provided).

Recommended Resource: A subscription to or access to The Chronicle of Higher Education. If you are not already a subscriber, the department can arrange for reduced rates for the semester or calendar year. Note: a subscription also provides web access to the Chronicle historical database and via email to "Academe Today" which provides a daily chronology of the latest developments in higher education. Chronicle Access online through PCL. Will need Library Access Code and Password.

Access to UT System Policies and Regulations at: <http://www.utexas.edu/administration/> and Regents' Rules and Regulations at: <http://www.utsystem.edu/bor/rules/>

CLASS SESSIONS:

Wednesday, January 18

Introduction - Getting Acquainted
Review Syllabus /Course Expectations
Exploration of Terms, Definitions, Context

Readings:

Text 1: pages 168-193.

Text 2: pages 3-16, 172-188. (Now in Course Packet, Tab I)

Wednesday, January 25

The Politics of Higher Education
Continued Focus on Definition of Terms/Concepts
Higher Education Institutions as Political Systems

Readings:

Text 1: pages 1-25.

****Rosenzweig, Robert M., " The Capacity to Govern" in The Political University. Johns Hopkins**

University Press, 1998, pages 108-136.

**Hartmark, Leif S. & Hines, Edward R., "Politics and Policy in Higher Education: Reflections on the Status of the Field" in Policy Controversies in Higher Education. Greenwood Press, 1986, pages 3-26.

**Fincher, Cameron, The Purpose and Functions of Policy in Higher Education. University of Georgia, 1973, 22 pages.

**Moore, Paul L, "The Political Dimension of Decision Making" in The Handbook of Student Affairs Administration. National Association of Student Affairs Administrators, 1993, pages 152-170.

**Smith, Cindra J., "The Board and Community" and "The Board and Its Policy Role" in Trusteeship in Community Colleges: A Guide for Effective Governance. The Association of Community College Trustees, 2000, pages 49-65 and 89-109.

Wednesday, February 1

Higher Education Culture
Policy Environments (The Context)
Political Systems and Political Cultures

Readings:

Text 2: pages 46-83, 103-159. (Now in Course Packet, Tab I)

Text 1: pages 54-106.

**Kuh, George D. & Whitt, Elizabeth J., The Invisible Tapestry. ASHE-ERIC Higher Education Reports No.1, 1988, pages iii-vii, xv, xvii-xviii, 9-27, 41-52, 75-93.

Values & Political Actors

Readings:

Text 1: pages 107-167.

Text 2: pages 160-164. (Now in Course Packet, Tab I)

Wednesday, February 8

Political Arenas
Conflict and Power

Readings:

Text 1: pages 26-53.

**Baldrige, J. Victor, "Building a Political Model" in Power and Conflict in the University. John Wiley & Sons, 1971, pages 7-19.

Wednesday, February 15

Policy Analysis, Politics of Change /Reform & Implications for Future Research

Readings:

Text 1: pages 239-268, 269-298 and 302-325.

Text 2: pages 206-233. (Now in Course Packet, Tab I)

**Balderston, Frederick E., "Policy Analysis" in Managing Today's University. Jossey Bass, 1974, pages 99-117.

Issue Focus (Groups Begin to Develop Project Topic or approach to topic segment) One to three class guests will focus on theme(s) related to the Issues Analysis Project(s). Themes may include Governance, Funding, Access or Accountability/Quality.

Wednesday, February 22

Issue 1
Guest Speaker to be announced
Readings: To be assigned

Wednesday, March 1

Issue 2
Guest Speaker to be announced
Readings: To be assigned

Wednesday, March 8

Issue 3
Guest Speaker to be announced
Readings: To be assigned

Wednesday, March 15

Spring Break--No Class

Wednesday, March 22

Mid-term Assignment Due
Review Speakers, Concepts, Catch-up

Wednesday, March 29

Group Work, Assigned Topics

Wednesday, April 5

Group Work Continued

Wednesday, April 12

Group Work Continued

Wednesday, April 19

Group Report(s)

Wednesday, April 26

Group Report(s) Continued

Wednesday, May 3

Final Class Meeting
Group Project Report(s) Due
Final Exercise Due, if required
Course/Instructor Evaluation