AED 611 – Bringing Critical Voice to the Design, Analysis, and Implementation of Educational Policy
Stephen F. Austin State University
Spring 2010

Instructor: Dr. Julia Ballenger
Course Time & Location: Friday, 4:30 p.m.
McKibben Education Building, Rm. 451

Office: 404h McKibben Education
Office Phone: (936) 468-1849
Office Hours: Daily (Call for Appointment)
Credits: 3

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Prerequisites: Completion of prior courses in the cohort’s sequence.

I. Course Description:

This course focuses on the identification and analysis of policy and the political influences that shape the direction of education. Attention is given to examining models of policy design used to guide policy development and implementation and to political and cultural ideologies that influence policy on a local, state, and national level. Alternative models and theories of policy analysis will be explored in relation to examining the impact of policy on education. Social capital, feminism, institutional, and social justice issues will help shape the various lenses used in the study of educational policy and the political dynamics of American education.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The Conceptual Framework (CF) and/or Vision, Mission, Goals and Core Values (VMGV) describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

Program Learning Outcomes:

This course will contribute to the candidate’s preparation to master the following program learning objective: The candidate, at the end of year one and at the end of year two, will be able to synthesize each year’s study and present a portfolio representative of his/her growth as a scholar-practitioner leader.

The course is designed to prepare educational leaders who are dedicated to responsible service, caring leadership, and continued professional and intellectual development. As a result of this course, our candidates will have an in-depth understanding of the relationship of policy design to democracy and civil society with respect to legal, regulatory, political, diversity, curricular and educational change issues. Also, the candidates will demonstrate...
knowledge of and capacity for selecting and implementing alternative models of policy
design and implementation strategies in relation to social issues and educational problems
at the local and state level.

Student Learning Outcomes:

The student learning outcomes are aligned with the program learning outcomes and course
goals and include the following:

1. **Assessment Method:** The candidate will prepare and save artifacts for the portfolio to
demonstrate his or her growth as a scholar-practitioner leader.

   **Assessment Method Category:** Portfolio

   **Criterion:** The professor of the synthesis class will review the written portfolio and
   assess the candidate’s growth as a scholar-practitioner leader with 100% scoring a 2-
   acceptable or a 3-exemplary on the rubric. The remaining doctoral faculty members will
   also review the written portfolio to determine the candidate’s growth.

Course goals are aligned with the program goals and mission and vision of the College of
Education. These course goals and objectives reflect coherence with course goals for the
doctoral program curriculum. All course goals and objectives, and relatedly, all activities for
the course, are instructed, in large part, by the value for: academic excellence as a
cornerstone of the scholar-practitioner’s learning experience and, in turn, as a foundation of
the scholar-practitioner’s work in the larger community and society; recognizing that the
work of a scholar-practitioner’s is intellectual and necessarily guided by cognitive reasoning
as evidenced by a critical, reflective, and creating thinking; understanding the importance of
life-long learning as a scholar-practitioner; demonstrating, as a scholar-practitioner, an
openness to new ideas, to culturally diverse people, and to innovation and change; and
displaying all actions and decisions as a scholar-practitioner embracing the importance of
service necessary to foster community and democratic citizenship. The values undergird the
work of the scholar-practitioner as public intellectual concerned with socially engaged
citizenship as fostered through social inquiry and practice.

Course Goals:

1. The development of educational leaders who exhibit an understanding of educational and
cultural politics in relation to variant theories of power and culture, power and knowledge,
and power and ideology that have import for educational settings and the populations
served within these settings.

   1.1 Develop an understanding of local, state, and national politics that influence educational
   systems.

   1.2 Develop an understanding of variant theories of power in relation to culture, knowledge,
   and political ideology.
1.3 Engage in the disciplined inquiry of a scholar-practitioner leader as it applies to policy analysis in relation to theories and practices of educational policy and educational leadership.

1.4 Demonstrate an understanding of and ability to engage in leadership praxis that seeks to address discontinuities, disparities, and cultural and contextual exigencies of politics and policy in relation to social issues, theoretical problems and practical experiences in educational settings.

1.5 Create a climate that promotes social equity, justice, tolerance, and caring and which seeks to mediate the influence of reproductive cultures and political ideologies that marginalize and disenfranchise some populations while benefiting other populations.

2. The preparation of educational leaders who understand the relationship between school and society and demonstrate this understanding through the creation of educational policy in such way as to explicitly reflect a: knowledge of policy design, democratic leadership, and critical voice in relation to social change, educational change, citizenship, and civil society in American society.

2.1 Demonstrate knowledge and capacity for bringing a critical voice to policy decisions including design, implementation, and analysis in relation to local educational problems and/or social issues.

Course Objectives:

1. The Politics of Education: To examine the dynamics of politics in American education, taking into consideration various cultural, contextual, ideological, and sociological forces that influence and/or otherwise contribute to the complex and highly political nature of educational systems at the local, state, and national levels. What is the relationship of power, knowledge, culture, and ideology? What is the relationship of politics to policy? What theories are aligned with different policy practices and methods?

2. Giving Critical Voice to Policy: To address the role of criticality (variant critical theories as lens) in educational policy design, implementation, and analysis. What is the basis of our knowledge of educational policy? What does this basis mean? Should this basis be challenged, and if so, when? What role does policy have in addressing social issues?

3. Perspectives in Educational Policy: To attain a working knowledge of principal models and theories of educational policy. Where does educational policy originate? Who is responsible for educational policy? What stands as educational policy in relation to the larger society served by education and its policies?

4. Educational Policy, Democracy, and Civil Society: To determine the primary relationships between the design of educational policy in relation to democracy and civil society. What is the role of policy in a democratic state? What stands as democracy? What stands as civil society? In what ways does/should a policy strengthen democracy in schools and education? What determines the focus of the policy? In what ways do different political perspectives (ideologies) and social issues guide the development of educational policy? What are these perspectives and issues?
5. **Theory and Educational Policy**: To consider the role(s) of theory in the social practices related to policy design, implementation, and analysis in educational settings and to examine the connections of theory and practice. What is theory? Where does theory originate? What stands as appropriate theory for formulating educational policy? Who determines what theory is appropriate? What role does critical theory have in educational policy?

6. **Nature of Design in Educational Policy**: To examine the nature of designs in educational policy and the type of designs for educational policy, particularly in relation to practice, social and educational change, and educational processes. What designs are appropriate in relation to specific education problems and social issues? What are the relationships of models of design, implementation, analysis, and the purpose of educational policy?

7. **Alternative and Critical Perspectives in Educational Policy**: To connect alternative methods of policy analysis differing perspectives (cultural, epistemological, and political) in educational policy. What methods are appropriate for different perspectives? What is the relationship of epistemology and/or cultural or political ideology in selecting methods? What is the relationship of different political perspectives to different policy analysis methods?

8. **Policy Analysis Model Development**: To develop a proposed policy analysis model and evaluate the strengths and weaknesses of the model. What are the processes, actions, and activities essential to a model of policy analysis? What impact does the theoretical and/or political ideologies foundations of the model have on the nature of the policy analysis model (i.e., positivistic, critical, feminist, etc.)?

9. The student demonstrates understanding of how all children/youth learn and develop intellectually, physically, socially, and emotionally while appreciating individual variation within each area of development.

10. The student demonstrates understanding of the influence of social class, gender, race, ethnicity, talents, disabilities, religion, and geographic location and values diversity in children/youth, families, and the community.

11. The student understands how individuals differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

12. The student knows about the process of language and second language acquisition and about strategies to support the learning of students whose first language is not English.

**III. Course Assignments, Activities, Instructional Strategies, and use of Technology:**

**Course Activities:**

**Writing Formats for Written Course Activities.** All papers and essays, unless otherwise stated, must be organized in a professional essay format. This includes an introduction containing an interest catcher or background information followed by a transitional statement to
the formal thesis statement. A body section after explaining the thesis will be followed by a conclusion. Appropriate transitional statements must be included to enhance conceptual continuity, and a logical and clear conceptual framework must be evident. Of course, all papers must be thoroughly proof read for grammar, spelling, punctuation, and APA formatting. Also, titles must be aligned with the conceptual framework to promote continuity in the reader’s understanding of your organization and thesis.

This format is also appropriate for oral presentations since it guarantees a well-organized and concise presentation of the content. Additional guidelines will be provided for oral presentations.

Course Assignments:

**Class Discussion.** Due to the quantity and complexity of the material that we will cover, in order to accomplish this goal, time allocations will be made for each reading. To effectively deal with the material and to allow for everyone to contribute within the time allocation requires that class members are sensitive to the length of their own comments and the quantity and content of the comments of their peers. Efforts should be made to make concise and succinct comments, and to encourage others to participate. Discussant dialogue is valued more than lengthy monologue, which unfortunately will be provided in most cases by the professor.

**SERA Activity.** Each student is expected to attend and present at the SERA conference. Students are encouraged to attend other graduate student presentations, other conference sessions, listen to guests speakers, and attend events for graduate students.

- **SERA Presentation**
- **Political FRAMES**
- **Equity Audit**
- **Reaction Papers (5)**
- **Case Study**

**Group assignment**

**Individual assignment**

**Major Topics Addressed:**

- Politics of education (micro and macro)
- Political behavior in organizations
- Birth of a Policy
- Policy implementation and analysis
- Critical perspectives of policy analysis
- Educational Theories
- Context of educational policy
- Power, culture, knowledge, and practice
- Theory and practice of educational policy/politics
- Policy, democracy, and civil society
- Policy, diversity, language, social justice, equity, tolerance, and caring
- Policy and the scholar-practitioner leader
- The sources and types of power
- Social exchange theory
- Strategies and tactics for acquiring power
- Organizational context and ethics of political behavior
Methods of Instructional Delivery:
This course will use a variety of instructional methods including Socratic dialogue, problem-based and case-based approaches, mini-lectures, student-led conversations, small group processing, dyad partners and/or critical friends, ethical dilemmas, etc.

IV. Evaluation and Assessments (Grading):

Assessment and Evaluation: Decisions about student evaluation rest with the professor; however, students will collect portfolio artifacts, engage in reflective processing, peer-review processes, and participate in student-facilitated performance assessment of learners.

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<tr>
<th>Assessment Foci</th>
<th>Weights for Evaluation</th>
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<tbody>
<tr>
<td>Class participation and attendance</td>
<td>05 points</td>
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<tr>
<td>SERA attendance and presentation</td>
<td>10 points</td>
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<tr>
<td>Political FRAMES (Group assignment)</td>
<td>15 points</td>
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<tr>
<td>Equity Audit (Individual assignment)</td>
<td>25 points</td>
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<tr>
<td>Reaction Papers (5) (Individual)</td>
<td>20 points</td>
</tr>
<tr>
<td>Case Study (Individual)</td>
<td>25 points</td>
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Total Possible Points 100 points

A (90-100), B (80-89), C (70-79), D (60-69)

An incomplete or WH grade will not be allowed for this course. Students are expected to complete all assignments and submit all requirements on time. Feedback will be provided for each written assignment. Students are expected to work together during class time and outside of class as activities and/or assignments require. The instructor will make decisions concerning assignment of partners, groups, etc.

V. Tentative Course Outline/Calendar:
See attached Course Timeline

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Readings:

Books


Other Required Readings include: Handouts, Articles, and other Book Chapters

Companion Readings

Companion readings are books/articles that are optional readings for AED 611, which will be used to complement the readings in this course and/or as contrasting points of view.


**Bibliography**


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, IL: University of Chicago Press.


Additional required readings include articles, chapters, etc. selected and assigned by the professor during the semester. Also, additional required readings will include articles, chapters, etc. selected by the student and provided as part of the course activities and requirements. In some cases readings selected by the professor will be placed on reserve in the library and/or distributed at the appropriate time prior to the class meeting date assigned for the reading.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**Attendance:** You are expected to attend all classes, arrive on time, and actively participate in class. Attendance is not optional. Due to the collaborative and reflective nature of the course and the sequence of activities, students are required to be present at each class. We all have much to learn from one another; your input is important. If a class must be missed, prior to the absence the student must contact the professor for the details concerning a make-up assignment, and make arrangements to deliver any assignments due during that class to the professor.

The make-up assignment will be a synthesis paper whose length and nature will be determined by the professor. The paper must be APA formatted with a reference section, and will be between five to ten pages depending on the nature and quantity of readings for that class. The paper should be submitted to the professor prior to, or on the date of the missed class. If this is not possible, then the paper is due the class following the absence. Failure to complete each make-up assignment will result in a 10% reduction in the student’s course grade. Once again, all other assignments due upon the date of the absence must be given to the professor on or before the missed class. Any assignments not given by the date of the missed class will be considered late and receive a 10 percent grade reduction.
Students with Disabilities—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Academic Honesty—It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

IX. Other Relevant Course Information:

Students are expected to arrive for class on time. More than two tardy arrivals to class will result in a 5 percent grade reduction. Since attendance is especially critical, more than one absence will result in a diminished grade. More than two class absences will make the student ineligible for an “A” grade.

Completion and Mastery of Assignments:
All assignments must be completed and submitted for assessment. Mastery of each assignment is the responsibility of the student.

- Students are expected to complete all readings assigned for each class, and to contribute in a knowledgeable and professional manner on each assignment.

- All assignments are due on the assigned date. Late assignments will receive a 10% penalty for each missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. No assignments will be accepted after the last class. Incomplete assignments will receive zero points. No arrangements can be made to extend the course beyond the last class meeting.

- All assignments may be reworked and resubmitted by the last day of the course. Students are encouraged to reflect upon the professor’s assessment feedback, and to resubmit the assignment for further review. The student should return the original paper with professor evaluation marks for comparison with resubmitted products.

Students are expected to participate in a professional, punctual, and equitable manner in all collaborations. Students must not submit a paper to this professor that has been submitted in another class.
Reaction Paper Assignment

Students will be responsible for completing five reaction papers during the spring semester. The papers should be from three-to-five pages in length. Include a cover sheet, reference page, and use APA Style for formatting and writing your paper. Please address the following questions in your narrative essay. Use headings to organize your ideas.

**Headings for Reaction Paper**

1. Introduction
2. Major Concepts
3. Application of Concepts to Practice
4. Implications for Practice

**Directions:**

1. Describe three major concepts from the chapter(s).
2. Explain how you will use these concepts in your practice. (Give examples)
3. Describe the implications for using these concepts in your practice.

**Reaction Paper I**

*Source: Political Behavior in Organizations by Andrew J. DuBRIN*

Part I. The Nature and Context of Political Behavior in Organizations
Chapter 1- The Nature and Causes of Organizational Politics
Chapter 2- The Organizational Context and Ethics of Political Behavior

**Read Part I, which includes Chapters 1 and 2**

**Reaction Paper II**

*Source: Political Behavior in Organizations by Andrew J. DuBRIN*

Part II. Strategies and Tactics of Positive Organizational Politics
Chapter 3 *Major Initiatives for Acquiring Power*

**Read Chapter 3**
Reaction Paper III
Source: Political Behavior in Organizations by Andrew J. DuBRIN
Part II. Strategies and Tactics of Positive Organizational Politics
Read Chapter 8 Social Networks within Organizations

Reaction Paper IV
Source: Political Behavior in Organizations by Andrew J. DuBRIN
Part III. Negative Tactics, Blunders, and Overcoming Dysfunctional Politics
Read Chapter 9 Negative Political Tactics and Blunders

Reaction Paper V
Source: Political Behavior in Organizations by Andrew J. DuBRIN
Part III. Negative Tactics, Blunders, and Overcoming Dysfunctional Politics
Read Chapter 10 The Control of Dysfunctional Politics

AED 611 – Bringing Critical Voice to the Design, Analysis, and Implementation of Educational Policy

Spring 2010
Tentative Timeline

January 22, 2010 - Review syllabus, timeline, textbooks, and assignments. (Divide class into three groups - 1, 2, and 3)

What is Politics?
What is Policy?
  - Politics – focus on the authoritative allocation of values and deciding who gets what, when and where
  - Policy – form of structural power that operates through a constellation of organized practices in employment, government, education, law, business, and housing (Collins 2000).
  - Policy is what governments choose to do and is the results of politics.
  - Power – ability to exercise control or authority. Includes overt and covert exertions of control and domination.
  - Culture – socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought.
  - Political Culture (Individualistic, Moralistic, and Traditionalistic)
  - Political culture represents an inherited set of beliefs, attitudes, and opinions Americans have about how their government ought to operate.
  - Core Values - fundamental beliefs, morals, and standards that define you as a person and guide your behavior.

Political Behavior in Organizations
Definition

Organizational Politics
- Definition
- Organizational Factors Contributing to Political Behavior
- Individual Factors Contributing to Political Behavior
- The Political Side of Human Nature
- Functional versus Dysfunctional Organizational Politics
- A Framework for Effective Use of Organizational Politics

**Complete Self-Assessment** 1.1 pp. 7-8 in DuBRIN’s textbook; *Political Behavior in Organizations*

February 5, 2010

Chapter I: Frameworks for Puzzles in Politics and Policy
Marshall and Gerstl-Pepin

- Systems Model
- Rational Choice Theory
- Values and Values Shifts
- Three Problems in Agenda Setting
- Policy Makers’ Role Orientations
- Political Culture
- Pluralism, Representation, and Interest Groups
- Interest Groups and Advocacy Coalitions

**Chapters 1 and 2 - Political Behavior in Organizations – Andrew DuBRIN**

Political Behavior in Organizations
- Definition

Organizational Politics
- Definition
  - Organizational Factors Contributing to Political Behavior
  - Individual Factors Contributing to Political Behavior
  - The Political Side of Human Nature
  - Functional versus Dysfunctional Organizational Politics
  - A Framework for Effective Use of Organizational Politics

**Discuss Self-Assessment** 1.1, pp. 7-8 in DuBRIN’s textbook; Political Behavior in Organizations

Chapter 4 Micropolitics Uncovering “Hidden” Power
Marshall and Gerstl-Pepin

- What are micropolitical interactions?
- How can power be hidden or unnoticed in micropolitics?
- What are the lenses policy analysts use to study micropolitics?
- What do micropolitical analyses tell us about issues missing from policy discussion?
Micropolitical Themes
The Politics of Denial and Areas of Silence

Reaction Paper I is due today
Source: Political Behavior in Organizations by Andrew J. DuBRIN
Part I. The Nature and Context of Political Behavior in Organizations
Read Part I, which includes Chapters 1 and 2

March 5, 2010

Political Behavior in Organization
Andrew J. DuBRIN

Part II: Strategies and Tactics of Positive Organizational Politics
Chapter 3: Major Initiatives for Acquiring Power

The Sources and Types of Power
Social Exchange Theory
Strategies and Tactics for Acquiring Power
Other

Reaction Paper II is due today
Source: Political Behavior in Organizations by Andrew J. DuBRIN
Part II. Strategies and Tactics of Positive Organizational Politics
Chapter 3 - Major Initiatives for Acquiring Power

In-class group assignment 1
Chapter 3 - Major Initiatives for Acquiring Power
Questions, pp. 80-81 – Small group discussion

In-class group assignment 2 (This activity should assist you in completing the individual Equity Audit assignment.)

Equity Audit Activity
Readings: Read these articles before this class

✓ Equity Audits: A Practical Leadership Tool for Developing Equitable and Excellent Schools by Linda Skrla, James Joseph Scheurich, Juanita Garcia and Glenn Nolly
✓ Equity Audits for Social Justice by Cynthia Gerstl-Pepin
✓ A Review of Data to Determine the Equity of Disciplinary Actions on Selected Schools in the State of Texas by Terri Estes, Pauline Hargrove, and Chuck Holt

March 26, 2010

Chapter 3 Alternative Visions for Advocacy Politics
Marshall and Gerstl-Pepin

Chapter 2 Theories of Education Policymaking - chapter from

Theories
- Political Systems (Systems Theory)
- Neoinstitutional Theory
- Neopluralistic Advocacy Coalitions and Interest Group Theories
- Feminist Theory
- Social Capital Theory
- Cultural Production Theory and Cultural Capital

Large and small group discussions

In-class Individual Activity
Begin work on Group Assignment – Creating a Political FRAME

Create a written response to the first four questions in this assignment.

Creating a Political FRAME: Part I

Begin with a political idea/theory in education that interests you. Consider the following questions:

1. What is the theory’s tie to education? What does this particular theory offer as a lens for examining issues of education? How has this idea been applied to educational practice, research, or theory?
2. Where did the theory originate? Who developed this theory? Who contributed to its development or evolution in political science? What other names have been used to describe this theory?
3. How has this theory been applied to education? What research exists that uses this theory to examine issues of education?
4. What are the central tenets of the theory? What are the important elements that will help users understand how this theory contributes to both a greater understanding of politics and politics in education?

Creating a FRAME: Part II

2. Put the Political Frame together using the information above and include the following components for the Political FRAME:

a. Title or Name of Theory
b. Your name and contact information
c. Alternative Names, if any
d. Tenets of Theory
e. References for Theory
f. References for the Application of the Theory in Education

Case Study is due today
April 9, 2010

Chapter 3 The Birth of a Policy


Problem Definition
Agenda Setting
Policy Formulation

In-class Group Assignment

1. Identify a Problem in your organization
2. Write a Policy Vignette
3. Discuss the following issues related to the problem in the Policy Vignette
   a. Problem Definition
   b. Conditions and Problems
   c. Agenda Setting
   d. The Role of the Media
   e. The Power of Language in Definition and Agenda Setting
   f. The Role of Political Culture in Agenda Setting: The Normative Dimension
   g. Institutional Effects on Agenda Setting: The Structural and Technical Dimensions
   h. Interest Group and Policy Formation: The Constituentive Dimension

Written Product: Three policy vignettes and policy vignette analyses

Reaction Paper IV is due today

Source: Political Behavior in Organizations by Andrew J. DuBRIN
Part III. Negative Tactics, Blunders, and Overcoming Dysfunctional Politics
Chapter 9 Negative Political Tactics and Blunders

April 16, 2010

Chapter 6 State Policy Shifts and Cultural Idiosyncrasies

Marshall and Gerstl-Pepin

What roles do individual states play in directing education?
Who are the key players in state and educational politics and policy making?
What are some of the lenses that policy analysts and scholars use to study the
state level?

What are some ways to be political actors and influence state policy making?

Cross-State Cultural Comparisons

Controversies and Challenges for States

In-class group assignment

p. 180, #6

Chapter 7 Federal Policy Communities, Interest Groups, and Standards
Marshall and Gerstl-Pepin

How do federal politics and federal educational policy making have national impact?
Who makes federal policy?
Can federal policy be implemented effectively?
How do individuals and groups influence federal education policy?

In-class group assignment

p. 207, #8

April 30, 2010

Chapter 4 Micropolitics Uncovering “Hidden” Power
Marshall and Gerstl-Pepin

What are micropolitical interactions?
How can power be hidden or unnoticed in micropolitics?
What are of the lenses policy analysts use to study micropolitics?
What do micropolitical analyses tell us about issues missing from policy discussion?
Micropolitical Themes
The Politics of Denial and Areas of Silence

In-class Assignment

Bring a policy to class (i.e., discipline, sexual harassment, etc.)
1. Critically examine the policy for your district or school.
2. Does the policy seem equitable?
3. What is the intent of the policy?
4. Is it clear?
5. Was it difficult to access?
6. What kinds of resources and support are available for individuals who may have a claim?
7. Does this policy address students and staff? Women and Men? Boys and Girls?
8. How about issues of sexual orientation?
9. Are there any provisions for heterosexist or racist harassment?
Reaction Paper V is due today.
Source: Political Behavior in Organizations by Andrew J. DuBRIN
Part III. Negative Tactics, Blunders, and Overcoming Dysfunctional Politics
Chapter 10 The Control of Dysfunctional Politics

Equity Audit is due today

May 7, 2010

Class Presentations: Case Study and Equity Audit

KEY STEPS IN WRITING A CASE STUDY

The content of this course will serve as the perspective (i.e., political) from which to write this case study. The theories and perspectives discussed in this course should be the lenses used to describe and analyze the case study.

I. Identify the case topic, local context/setting, primary focus; choose a protagonist and political perspective.
II. Obtain relevant public background materials and knowledgeable informant insights.
III. Obtain access, approval, and clarify anonymity issues with key gatekeeper.
IV. Obtain relevant documents, minutes, reports and other appropriate materials.
V. Develop preliminary chronology of key events leading to controversy or decision and identify key players and issues.
VI. Consider varied perspective and sources of information and pedagogical purpose of the case.
VII. All facts should include citations; include a reference page.
VIII. Don’t ‘float’ quotations, i.e., don’t make up anything.
IX. Prepare a list of written questions.
X. Develop interview protocol (key questions for various informants) and further information to collect.
XI. Conduct interviews, observations, and collect other documents, information, and materials.
XII. Transcribe interviews and write notes from other data collected.
XIII. Analyze the data and write narrative.
XIV. Write Teaching Notes based on research-based political theories and/or perspectives and practices.

**CASE STUDY PREPARATION TIMELINE**

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<tr>
<th>Date</th>
<th>Task</th>
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<tbody>
<tr>
<td>January 29</td>
<td>Submit the case prospectus <strong>e-mail to Dr. Ballenger</strong></td>
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<tr>
<td>February</td>
<td>Conduct interviews and analyze data</td>
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<tr>
<td>February</td>
<td>Write case study with teaching notes</td>
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<td>March 5</td>
<td>Submit draft of case for review</td>
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<tr>
<td>March 26</td>
<td>Submit final copy of case study</td>
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**CASE PROSPECTUS**

Prepare a one page prospectus for the case you are proposing to write. Please use the following format:

I. **Tentative Title and Author(s)**

II. **Setting**: Institution, System and Agency. Subunit or office, if appropriate

III. **Primary Focus**: What is the major political controversy, decision, or issue that is the primary focus of this case?

IV. **Prospectus**: What person or group plays the central role in this controversy on decision?

V. **Pedagogical Purpose**: What theories do you anticipate for this case? What political issues will it highlighted? What political strategies and tactics are taking place in this case study?

VI. **Background Information**: What materials and information do you already have on this situation?
VII. Access: Do you have personal access to the key gatekeepers in this situation? Is access a problem? If so, what help could you use?

VIII. Approval Anonymity: Assuming the case will be shared and/or used in teaching settings, from whom will you seek approval to do the case (if it is not done only from documents and public records)? Will it be necessary to disguise the case? How will you deal with issues of informant confidentiality/anonymity if requested?