EDAD 6320: Theoretical Foundations of K-16 Education Policy Research

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Course Information:
Course Title: Theoretical Foundations of K-16 Education Policy Research
Course Number: EDAD 6320
Semester: Fall 2014
Course Location and Time: TH 110; Mondays 5:30pm – 8:20pm

Catalog Description
Analysis of the roles of history, philosophy, culture, and values in the shaping of educational policy. Topics include the Greek academies, the medieval universities, progressivism, neo-conservatism, and postmodern perspectives, as necessary antecedents to the K-16 movement. Detailed analysis of the roles, history, philosophy, culture, and values for public school and policy making within institutions of higher education.

Course Prerequisites
Acceptance into the Ph.D. program in Educational Leadership and Policy Studies

Course Overview
This course is focused on developing the skills and habits that will help you perform as a successful doctoral student, focusing particularly on the theoretical/conceptual foundations of K-16 education. Scholars approach the study of K-16 education with particular understandings, and those understandings meaningfully shape their research. As such, to understand literature concerning K-16 education, we must understand the theoretical frameworks that undergird this work. Further, for us to engage in meaningful research, we must be aware of our own theoretical/conceptual approach, be able to discuss the central tenets of our approach, and make an argument as to the suitability of our theoretical/conceptual approach to the study of K-16 education.

We approach this course with the belief that students already have a meaningful approach to education, though not all may be able to articulate it in a scholarly way or be aware of the explicit theories that undergird it. Additionally, we believe that students can learn to better
express their own theoretical and conceptual approaches to education when the commonsensical approaches and understandings of education are fundamentally challenged. To this end, we focus course readings and discussions on critical approaches to education.

**Learning Outcomes**

1. Describe and analyze meaningful social theories and discuss how they contribute to K-16 educational policy development, implementation, and evaluation.
2. Discuss the ways in which K-16 institutions relate to broader social, cultural, political, and economic ideologies.
3. Acquire skills and develop habits that are necessary for success in a doctoral program and scholarly career.

**Required Texts**


**Core Required Learning Activities (assignments)**

**Grade Assessment**

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<tr>
<th>Expectation/Learning Activity</th>
<th>Percent of Grade</th>
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<tr>
<td>Course Contribution and Participation</td>
<td>30%</td>
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<tr>
<td>Annotated Bibliography Entries</td>
<td>15%</td>
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<tr>
<td>K-16 Problem Statement</td>
<td>20%</td>
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<tr>
<td>Personal Conceptual Framework</td>
<td>35%</td>
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**Course Participation & Contribution (30%)**

Students are expected to complete ALL of the week’s assigned readings and be prepared to discuss all readings at the beginning of each class period. Everyone is expected to participate meaningfully throughout the course. Participation can take a number of forms (e.g., asking questions, initiating and/or furthering discussion in large, small group work, written discourse, etc.), and most meaningful participation will require students making connections to course
readings. As such, it is strongly encouraged that you take notes and mark meaningful passages as you engage with the readings.

**Annotated Bibliography Entries (15%)**
For this assignment, you will find a peer-reviewed journal article that approaches, understands, or discusses an educational issue from one of the social theories that we have read which has been particularly meaningful for you. I advise folks to focus on a single theory for these assignments, as they can substantially help you build to your final paper. Your annotation will consist of one paragraph concerning each of the following areas:

*Summarize:* What are the main arguments of the article? Explain how the theory you have selected is used to understand the educational issue discussed in the article?  
*Assess:* How is the article useful in understanding K-16 education? Why is it important to understand the issue discussed in the paper in light of its theoretical/conceptual framework?  
*Reflect:* How does this article fit into your research? Was this source helpful to you? Has it changed how you think about your topic?

You will need to submit 4 entries beginning on Week 6 (September 29th) and ending on Week 12 (November 10th). You can only submit one entry per week. Each entry will be graded on a 1-5 point scale, with each missing entry given a zero (0).

**K-16 Problem Statement (20%)**
For this assignment, you will develop a ~5 page paper identifying and describing a particular problem or issue within K-16 education. You should clearly define the identified topic, relay its significance, and outline ways it has been researched and/or approached via policy. We strongly suggest that the topic on which you choose to write should serve as the focus for the final paper of the semester. Details of this assignment will be discussed at length in class. Submissions should contain at least 5 scholarly references and adhere to APA style. **This paper is due by 11:59pm on Sunday, October 12th.**

**Personal Conceptual Framework (35%)**
This paper aims to help you begin to articulate your basic conceptual framework concerning K-16 education. Focusing on the theory or theories that most resonate with you, discuss the ways in which you understand a meaningful K-16 topic and how you may approach your educational research from a chosen theoretical/conceptual perspective. This paper will require you to explain your chosen theory, articulate how it is different from other approaches to understanding education, and to apply the theory to frame and make meaning of your midterm topic. Final submissions should be 15-20 pages and requires citing substantial outside literature to make your argument. We will discuss this assignment at length in class. **This paper is due by 11:59pm on Sunday, December 7th.**

*A complete rough draft of paper is due by 11:59pm on Sunday, November 23rd, which is two (2) weeks before final paper is due. You will not receive feedback on it, but we will read them!**
The purpose of this is to reinforce the idea/reality that you cannot write a paper in a doctoral class the week before it is due. We will look to see the progress you made between the 1st and 2nd drafts, and both "count" towards your grade for the paper.

**Expectations – Attendance**
Students are expected to attend all class sessions. Students can miss one (1) class without having a negative impact on their participation and contribution grade. All subsequent absences will result in a zero participation and contribution grade for that week. Having a work-related commitment is not grounds for an excused absence. Students are expected to contact the instructor when they will not be able to attend class (and the earlier contact is made, the better).

**Expectations – Out-of-Class Study**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Expectations – Writing**
Formal writing activities should follow the most recent American Psychological Association (APA) style guide for written work. Informal writing activities (e.g., in-class quick-writes) can be written in a style of students’ discretion.

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://uta.mywconline.com/) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Tentative Lecture/Topic Schedule:**

| Week 1: August 27 | Introductions  
|                  | Syllabus  
|                  | What is the Philosophy of Education? |
| Week 2: September 1 | No Class: Labor Day |
| Week 3: September 8 | Saltman: *Politics of Education*  
|                  | Introduction: What Are the "Politics" in the Politics of Education xiii - xxix  
|                  | Chapter 1: The Cultural Politics of Education 1-12  
|                  | Chapter 2: The Political Economy of Education 13-23  
|                  | Chapter 3: The Political Psychology of Education 24-38 |
| Week 4: September 15 | Saltman: *Politics of Education*  
|  | Chapter 4: Hegemony 39-45  
|  | Chapter 5: Disciplinary Power, Race, and Examinations 46-55  
|  | Chapter 6: Biopolitics and Education 56-63  
|  | Chapter 7: Neoliberalism and Corporate School Reform 64-73  
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| Week 5: September 22 | Saltman: *Politics of Education*  
|  | Chapter 8: The Politics of Gender in the Current Education Reforms 74-83  
|  | Chapter 9: The Politics of Globalization and Education 84-91  
|  | Chapter 10: The Politics of the Status Quo or a New Common School Movement? 92-104  
|  | Case Studies: Struggles for Critical Education 105-108  
|  |  

| Week 6: September 29 | Bowles and Gintis: *Schooling in Capitalist America*  
|  | Chapter 1: Beyond the Educational Frontier: The Great American Dream Freeze, p. 3-17  
|  | Chapter 2: Broken Promises: School Reform in Retrospect, p. 18-52  
|  | Chapter 3: At the Root of the Problem: The Capitalist Economy, p. 53-101  

| Week 7: October 6 | Bowles and Gintis: *Schooling in Capitalist America*  
|  | Chapter 4: Education, Inequality, and the Meritocracy, p. 102-124  
|  | Chapter 5: Education and Personal Development: The Long Shadow of Work, p. 125-150  
|  | Chapter 6: The Origins of Mass Public Education, p. 151-179  
|  | Chapter 7: Corporate Capital and Progressive Education, p. 180-200  

| Week 8: October 13 | Bowles and Gintis: *Schooling in Capitalist America*  
Chapter 8: The Transformation of Higher Education and the Emerging White-Collar Proletariat, p. 201-223  
Chapter 9: Capital Accumulation, Class Conflict, and Educational Change, p.224-244  
Chapter 10: Educational Alternatives, p. 245-263 |
|-------------------|---------------------------------------------------------------|
| Week 10: October 27 | Apple: *Education and Power*  
Preface, p. vii-xxiii  
Chapter 1: Reproduction, Contestation, and Curriculum, p. 1-34  
Chapter 2: Technical Knowledge, Deviance, and the State, p. 35-61  
Chapter 3: The Other Side of the Hidden Curriculum, p. 61-82 |
| Week 11: November 3 | Apple: *Education and Power*  
Chapter 4: Resistance and Contradictions in Class, Culture, and the State, p.83-122  
Chapter 5: Curricular Form and the Logic of Technical Control, p. 123-148  
Chapter 6: Education and Political Work, p. 149-160 |
| Week 12: November 10 | Illich: *Deschooling Society*  
Introduction  
Chapter 1: Why We Must Disestablish School 1 - 24  
Chapter 2: Phenomenology of School 25 - 33  
Chapter 3: Ritualization of Progress 34 – 51 |
| Week 13: November 17 | Illich: Deschooling Society  
Chapter 4: Institutional Spectrum 52-64  
Chapter 5: Irrational Consistencies 65-71  
Chapter 6: Learning Webs 72-104 |
Chapter 7: Rebirth of Epimethean Man 105-116

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<th>Week 14: November 24</th>
<th>No Class – WRITE!</th>
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<td>Week 15: December 1</td>
<td>End of Semester Good Times</td>
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Important Information (as required by the Provosts Office)

**Drop Policy**: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/aao/fao/](http://wweb.uta.edu/aao/fao/)).

**Americans with Disabilities Act**: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA).* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity**: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*
UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at either end of the hallway in which we hold class. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Writing Center

The English Writing Center: The English Writing Center is located in Room 411 Central Library. Hours are 9 a.m. to 8:15 p.m. Mondays- Thursdays, 9 a.m. to 3 p.m. Fridays and Noon to 5:15 p.m. Saturdays and Sundays. Students must register and can make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com).

Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service; consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

Graduate Students: Graduate tutors are designated with GRADS on our scheduler and are available only to graduate students in face-to-face appointments. Consultants will discuss further options for reading long material after an initial consultation. Graduate students can also make online appointments with non-GRAD consultants, but will not have access to further graduate options during these sessions.

Quick Hits: A Writing Center consultant is available in the Writer's Studio, 413b, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays Noon-3:45 p.m., Wednesdays Noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to our Facebook page during these periods at [www.facebook.com/WritingCenteratUTArlington](http://www.facebook.com/WritingCenteratUTArlington). QH Consultants will not make corrections, but will point clients to the answers.

Workshops: The Writing Center offers three series of workshops: grammar, ENGL1301/02, and graduate students. A detailed list with descriptions is available at the start of each semester online at [www.uta.edu/owl](http://www.uta.edu/owl).