

North Carolina State University
Policy Research in Education (ELP 735)
Spring 2013
Wednesdays 4:30-7:15, 461 Riddick Hall

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Office Hours: Wednesdays from 2:00 to 4:00 (please send me an email if you are coming by) and by appointment (please schedule with me via email or in person after class)

Purpose and Objectives

The purpose of this course is to explain how conceptual frameworks, theories, models, and research methods contribute to the study of educational policy. In pursuing this purpose, you will: (a) gain an understanding of education policy research as a scholarly field; (b) develop a more sophisticated understanding of the educational policy process; (c) explore some of the key policy issues in American elementary, secondary, and postsecondary education; and (d) learn about some of the salient issues to consider in conceptualizing and conducting policy research.

This class is an introduction to the field of educational policy analysis. Readings will focus on current issues in the field as well as theories and methods of policy studies. We will explore the complexities of varying influences – social/cultural, economic, political/legal, critical, and organizational – on education.

On completion of this course, you should be able to:

1. Identify the assumptions, problems, values, and solutions in policy arguments;
2. Provide an overview of what educational policy is and some of the challenges of its study;
3. Describe the key stages of the policy process;
4. Distinguish among the different perspectives used to frame and conduct education policy research;
5. Explain the key assumptions, variables, and limitations of a variety of methodologies used in the study of educational policy;
6. Understand some of the key disciplinary lenses used to conduct policy research
7. Critically evaluate educational policy studies that address current issues impacting education;
8. Develop a policy research proposal.
 - a. Identify a policy relevant research problem
 - b. Develop research questions
 - c. Frame the problem using relevant research and theory
 - d. Design a study to answer the research questions

This course is primarily intended for graduate students interested in education policy (higher education and K-12), educational leadership, adult education, workforce and human resource education, public administration, urban and regional planning, and other kindred fields both inside and outside the college of education. I designed this course especially for those who are currently in, or are preparing for, professional positions in administration, faculty, research, college student affairs, policy analysis, institutional research, or consultative roles in schools, colleges, universities, institutions or agencies in the public or private sectors.

Valuing Diversity

It is my belief that the diversity you bring to this class is a valuable resource because varied backgrounds and opinions enhance discussion. Research, including some of my own, suggests that learning is improved by exposure to diversity in the classroom. It is my intent to present materials and activities that utilize and are respectful of diversity: gender, sexual orientation, disability, age, socio-economic status, ethnicity, race, culture, perspective, and other background characteristics. I welcome and appreciate your suggestions about how to improve the value of diversity in this course. Please let me know of ways to improve the effectiveness of the course for you or for other students or student groups.

I also understand that you may celebrate religious holidays that conflict with the class schedule or may have a disability that requires special accommodations. You will not be penalized because of observances of your religious beliefs. Whenever possible, I will give you reasonable time to make up any academic assignment missed due to participation in a religious observance. It is your responsibility to inform me as soon as possible of any intended absences for religious observances.

I will make reasonable accommodations for students with verifiable disabilities. A student with a documented disability or any other special need who wishes to discuss academic accommodations should contact me as soon as possible. In order to take advantage of available accommodations, students must register with Disability Services Office (Student Health Center Building, 2815 Cates Avenue, Suite 2221, Campus Box 7509, Raleigh, NC 27695-7509, 515-7653, <http://www.ncsu.edu/dso/>)

Academic Honesty

I expect you to abide by the code of academic integrity throughout this course and all other courses at North Carolina State University. I encourage you to collaborate with others as you think about, outline, and proofread your work. However, oral and written work must be your own, unless explicitly noted in the syllabus. You must acknowledge any scholars or classmates whose work you quote or refer to in any way. In addition, you must not turn in any written work for which they have already received credit in another course. I will not tolerate academic dishonesty, including cheating, fabrication, and plagiarism and will report any violations to the Dean of the Graduate School (or designee). For specific definitions or examples of academic dishonesty and nonacademic misconduct with possible sanctions, see the NC State Code of Student Conduct at <http://policies.ncsu.edu/policy/pol-11-35-01>. If you have questions about the code, or your obligations under the code, please contact the Director of Office of Student Conduct (919) 515-2963.

Textbook, Readings, and Additional Resources

Required (available at the bookstore, amazon.com, and other online booksellers)

Stone, D. (2011). *Policy paradox: The art of political decision making* (3rd ed.). New York, NY: W.W. Norton & Company.

Other Readings – Required and supplemental

In addition to the required texts listed above, you will read several book chapters and articles. I have placed all of them on electronic reserve (noted with an * in course schedule) on our Moodle course website (<http://moodle.wolfware.ncsu.edu/>). I have provided both required and

supplemental readings. You are NOT required to read the supplemental readings (hence the name ☺) that I provide. I make them available for students who want more information on a topic or for those who seek a different perspective than what is presented in our required readings.

Lecture presentations and other materials

I will post all lecture/discussion slides (when applicable) on the Moodle course website by 2pm the day of class. You may find it useful to bring a printed or electronic copy of them to class. I also will post other materials on the course website including assignments and handouts.

Additional texts

Below is a list of additional texts that I have found useful. We will be reading from some of them this semester, but there are several really good texts on the list that we will not have a chance to read.

Baumgartner, F.R. & Jones, B.D. (1993). *Agendas and instability in American politics*. Chicago: University of Chicago Press

Cohn, E. & Geske, T.G. (1990). *The Economics of Education* (3rd ed.). New York: Pergamon Press.

Crenshaw, K., Gotanda, N., Peller, G. & Thomas, K. (1995). *Critical race theory: The key writings that formed the movement*. New York: New Press.

Delgado, R. & Stefancic, J. (2001). *Critical race theory: An Introduction*. New York University Press.

Edelman, M. (1988). *Constructing the political spectacle*. Chicago: University of Chicago Press.

Fowler, F. C. (2009). *Policy studies for educational leaders: An introduction* (3rd ed.). Boston, MA: Pearson/Allyn & Bacon.

Heck, R.H. (2004). *Studying educational and social policy: Theoretical concepts and research methods*. Mahwah, NJ: Erlbaum.

Kingdon, J. W. (1995). *Agendas, alternatives, and public policies* (2nd ed.). New York: Longman.

Laumann, E.O. & Knoke, D. (1987). *The organizational state*. Madison, WI: University of Wisconsin Press.

Meyer, H.D. & Rowan, B. (2006). *The New Institutionalism in Education*. Albany, NY: SUNY.

Rocheffort, D.A. & Cobb, R.W (1993). *The politics of problem definition: Shaping the policy agenda*. Lawrence, KS: University of Kansas Press.

Sabatier, P. A. (Ed.) (2007). *Theories of the Policy Process*. Cambridge, MA: Westview Press.

Scott, W.R. *Institutions and Organizations*. Thousand Oaks, CA: Sage.

Smith, K. B. & Larimer, C. W. (2009). *The public policy theory primer*. Cambridge, MA: Westview Press.

Stein, S. J. (2004). *The Culture of Education Policy*. New York, NY: Teachers College Press.

Sykes, G., Schneider, B., & Plank, D. N. (Eds.) (2009). *Handbook of Education Policy Research*. New York, NY: Routledge Publishers.

Journals and periodicals (to name a few) that publish education policy research:

The American Economic Review

American Educational Research Journal

American Journal of Sociology

American Sociological Review

Economics of Education Review

Educational Evaluation and Policy Analysis

Educational Policy

Educational Researcher

Equity & Excellence in Education

Harvard Educational Review

Higher Education: Handbook of Theory & Research

Journal of Economic Perspectives

Journal of Econometrics

Evaluation

The course will employ a variety of approaches of instruction and will rely heavily on student participation and discussion. Course requirements include both written and oral assignments. You will be evaluated on the following items:

1. **Class participation**—(10%) A large body of research suggests that active involvement in class enhances student learning. You not only learn from others, but you also learn by articulating your thoughts and getting feedback from your peers. Therefore, I designate a portion of your grade to class participation. The participation grade is not merely a grade for attending class – participation credit is earned through active involvement in class discussions, small and large groups, and so forth. I expect you to attend and to be actively involved in the class. I expect you to participate in discussions in a manner that demonstrates thoughtful reflection and understanding of the subject matter, as well as respect for your colleagues in the class. To do so, you must complete the readings assigned for each session of the class prior to attending that class session. Active participation also means that you are willing to listen to other points of view and to change your mind. This means you must listen to others, respond thoughtfully, demonstrate an understanding of the issues, and show a willingness to learn and grow.

Prior to our final class meeting (4:30pm, April 24), you are required to submit via Dropbox a self-assessment of your class participation. I will consider your self assessment when awarding your class participation grade. You can find this form at the top of our course website. Download it, complete it, and upload it to Dropbox. I cannot award you a grade until you have uploaded the form to Dropbox.

Please note that class attendance is required and is included in the class participation grade. If an absence is unavoidable, notify the instructor in advance by electronic mail. Two absences will result in a significantly lower course grade. Three absences will result in a grade of “F”. Arriving late or leaving early constitutes a partial absence; I consider two partial absences as one missed class. Absence from class to observe a religious holiday, to serve jury duty, to participate in required military service, or to take comprehensive exams in your graduate program are exceptions to the above policy.

2. **In-class application/position papers**—(30%) Three times (unannounced) during the semester, you will construct a brief application/position paper (approximately 15-20 minutes of writing) based on the week’s readings. I will count only your two highest scores on these papers. I will provide a prompt that asks you to apply your readings to a policy, case, or issue, or I will ask you to take a position. This exercise ensures comprehension of the readings while also allowing you to practice recollection, succinct and clear presentation of ideas, and application of concepts and skills that are necessary to be successful during your graduate program. In your responses, I expect you to refer to and cite our readings for the week when making your argument. For your *first* in-class paper, I will allow you to utilize your notes and readings. Nevertheless, please come to class prepared and organized, as you will only have 15-

20 minutes to respond to the prompt. For the remaining in-class papers, you will not be allowed to utilize your readings or notes.

3. **Education policy in the news discussion leaders**—(20%; EPIN) You will enrich your understanding of education policy by frequently making connections between principles discussed in class and real-world situations. In addition to relating class issues to your own personal experiences, you can make linkages by noting articles in the press about organizational issues. Our focus is on education policy; therefore, publications such as *The Chronicle of Higher Education* or *InsideHigherEd* are examples possible sources. But, you are free to use any popular press publication. Please note that opinion pieces (e.g., letters to the editor) should not be used for this assignment. I will randomly assign you to a group of 2 or 3 that will be responsible for one class period. The group will choose a recent article (would prefer very current news articles, but please no older than June 2012) from the press relating to the topic of that particular class. You should post the article on our course website, along with a one paragraph abstract of the article, by 5pm the Monday before your presentation. I have created a “Forum” for each week, and you should post your information under the week you are assigned.

You will lead the class for 30-45 minutes (approximately 3-5 minutes for article overview, 10-15 minutes for readings application and analysis, and 20-25 minutes for discussion facilitation and/or activity). Questions to address in the presentation include, but are not limited to the following:

- a. What are the key policy issues, values, problems, and solutions in the news article (be brief, as the class has already read the article)?
- b. What additional information can you add?
- c. What connections can you make to the course readings for the day?
- d. In what ways can the readings help describe or explain the problem and policy solution?
- e. How can the readings help inform the situation?
- f. What research studies might have been commissioned to better inform the policy decision? What studies might you commission to evaluate the efficacy of the policy?

Please do not lecture on the readings, as we all have read them. It is important to use the readings to analyze the case; do not simply summarize the week’s readings. The intent of this is to highlight how the readings apply to the recent news item, and how they help you analyze the case.

Prior to the class meeting you are assigned to lead, each group member must post a peer evaluation form. I will consider your evaluation when awarding a grade on the assignment. You can find this form at the top of our course website. Download it, complete it, and upload it to Dropbox. I cannot award you a grade until you have uploaded the form to Dropbox. I will not share your evaluation with anyone else.

4. **Policy research proposal** – (40%) The final paper is meant to be a summative experience for you. You will prepare a research proposal designed to address an educational problem and answer a policy-relevant question. Your proposal will include the following components: an explanation of the research problem, a series of research questions and/or hypotheses, a review of the literature, and a description of the method. You will not collect data for this

project. I expect the proposal will be 15-20 double-spaced pages (12 pt. font, formatted using APA, 6th edition), not including title page, reference list, or any appendices. You will need to submit a one-page proposal description no later than 4:30pm on February 27. Your final policy research proposal is due at noon Monday, April 29. We will discuss the proposal in greater detail in class.

General considerations:

- ✓ You must submit **all written assignments in portable data format (pdf) to your Dropbox folder** prior to the class meeting when they are due. We will talk about Dropbox sharing in class. Please do not email assignments to me or submit paper copies.
- ✓ **I WILL NOT accept any late assignments.** Turn in all assignments on time unless other arrangements are made well in advance of deadlines.
- ✓ **Please practice your EPIN presentation** to ensure that you adhere to the time allotted. If you go over time, I will cut your presentation short and will deduct points for the assignment grade.
- ✓ All formal written work should adhere to APA style as described in the *Publication Manual of the American Psychological Association* (6th Ed.).
- ✓ A Strong Recommendation—Work with a partner or a small group of peers in the class to read and critique each other’s written assignments. It has been my personal experience that multiple drafts and revisions of my written work are always necessary. As part of this process, I have found that thoughtful critiques from my peers provide me with insight and information that is extremely helpful to me as I seek to improve as a writer. I will do whatever I can to facilitate this process. Just ask me.

Grading

Your final grade for this class will be based upon the following:

Participation.....	10 points
In-class application papers...	30 points
EPIN.....	20 points
Research proposal.....	40 points

I will calculate your final grade using the following scale:

98—100 points.....	A+	80—82.9 points.....	B-
93—97.9 points.....	A	77—79.9 points.....	C+
90—92.9 points.....	A-	73—76.9 points.....	C
87—89.9 points.....	B+	70—72.9 points.....	D
83—86.9 points.....	B		

I strongly discourage incomplete grades. I have seen numerous cases where students become overwhelmed trying to wrap-up incomplete grades. Because a portion of your grade is dependent on group work, assigning an incomplete grade comes with added complications.

Communication - Email and Dropbox

Please note that I will be using your university email address to contact you. Be sure to check it, or forward it to an account that you check regularly.

Early in the semester, I will send you an email inviting you to share a Dropbox folder with me. If you already have a Dropbox account associated with another email, please respond to the invitation indicating that address. You will put all assignments in this folder. Only you and I will

have access to your designated folder and the materials inside it. To learn about Dropbox, visit <https://www.dropbox.com/help>.

Computers, Cell Phones, Texting, etc.

I have found that the classroom environment has become inundated with external stimuli, primarily in the form of technology, that distract from the learning process. I will allow you to use computers in class on a trial basis. I ask that you use your computer only for classroom activities (e.g., taking notes, pulling up readings, following along with presentations) and not to surf the Web, look at Facebook, etc. If I judge computer usage distracting or if I notice students doing things other than course-related activities on their computers, I will ban computers from class temporarily or for the rest of the semester.

Please silence your cell phone when arriving to class and do not use it (this includes texting) during class time. I know that some of you have jobs, family responsibilities, and/or personal situations that require you to be “on call”. If you are in that situation, please put your phone on “vibrate” and quietly leave the class if you receive a call.

Class Evaluations

I encourage you to complete the end-of-semester class evaluations. The data collected in these evaluations is useful as I continue to try to make this class better. The NC State ClassEval site - <https://classeval.ncsu.edu/> - will open from noon on April 15 to 8am on May 1. To find out more about ClassEval visit <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>.

Instructor Responsibilities

I have high expectations not only for you but also for myself. You should expect that I will:

- Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
- remember that each of you brings a different background, experience, and perspective to this course;
- learn from you;
- meet with you individually or in groups upon request and be available in person, by telephone, and by e-mail;
- and work hard, have fun, and empower students to develop greater understandings of the topics that are covered in this course.

Course Schedule

We begin our semester by examining underlying policy goals, problems, and solutions as a way to frame our discussion of policy research. We then explore the various disciplinary and theoretical frameworks used in policy research. We do so by not only reading from disciplines outside of education, but by reading studies that apply disciplinary frameworks to policy problems. We start broadly with political, economic, and sociological frameworks applied to policy research. We conclude with more narrow topics of critical theory and policy within organizations. The semester ends with your capstone experience, the policy research proposal.

It is my experience that every class moves at its own pace. That said, there might be times throughout the semester where we need to make adjustments to the schedule, assigned readings,

and/or assignments. I reserve the right to make these changes, in consultation with the class, and will post the revised syllabus on our course website.

I have included one day, currently scheduled for March 13, where we will not formally hold class but where you will work on your research proposal. I have designated this as “floating” in the event that I need to use the day elsewhere in the semester. I will notify you in advance if I change the date and will update the syllabus on the course website.

Note that you have relatively few assignments in this class. The in-class application/position papers, EPIN, and your class participation are all aimed at getting you to think deeply about our readings. Thus, your primary task in this class is to thoroughly examine and understand assigned readings. In a few cases, this may require you to read something more than once. On average, you will read approximately 100 pages per week (see spreadsheet on our course website), which I consider a very reasonable workload for a doctoral level class. The reading is a bit heavier in the first half of the semester.

The other important task is the policy research proposal. While I encourage you to utilize the concepts from your assigned readings to frame your study, you will need to read and incorporate more research than what is assigned. Take this opportunity to immerse yourself in literature on a topic of interest to you and/or one that may become your dissertation or a research paper.

Schedule key: * - can be accessed on our Moodle course website

+ - available on the websites provided

Stone - Stone, D. (2011). *Policy paradox: The art of political decision making* (3rd ed.). New York, NY: W.W. Norton & Company.

Week 1, January 9 – Setting the stage, introductions, and expectations

Required readings:

Stone – Introduction and chapter 1 (p. 1-36)

Heck, R.H. (2004). *Studying educational and social policy: Theoretical concepts and research methods*. Mahwah, NJ: Erlbaum. (Introduction and Chapter 1; xv-xxv and 3-34).

Supplemental reading:

Birnbaum, R. (2000). Policy scholars are from Venus; Policymakers are from Mars. *Review of Higher Education*, 23(2), 119-132.

Week 2, January 16 - Values, goals, and public policy

What are the goals and enduring values that give rise to policies? What are the conflicts goals and values underlying policies? How do these goals and values shape how we evaluate and research policies?

Required readings:

Stone – Ch. 2-6 (p. 39-153)

SKIM the following:

Baum, S., Ma, J., & Payea, K (2010). *Educations pays: The benefits of higher education for individuals and society*. Washington, D. C.: College Board.

Hoxby, C.M. *Achievement in charter schools and regular public schools: Understanding the differences*. Cambridge, MA: Harvard University and NBER.

Week 3, January 23 – Reading day (class canceled)

Week 4, January 30 – Problems, policies, and politics (EPIN group 1)

How do we define problems in policy discourse and analysis? How do we know there are disparities between goals and current policies? What insights do popular political theories, models, or frameworks provide us? What do these frameworks tell us about the how educational policy is formed?

Required readings:

Stone – Ch. 7-11 (p. 157-268)

McDonnell, L. M., (2009). A political science perspective on policy analysis. In Sykes, G., Schneider, B., & Plank, D. N., *Handbook of Education Policy Research* (p. 39-50). New York, NY: Routledge Publishers.

Supplemental reading:

Hecklo, H. (1978). Issue Networks and the Executive Establishment. In Samuel H. Beer et.al. *The New American Political System*. Washington, D.C.: American Enterprise Institute.

Kingdon, J. W. (1995). *Agendas, alternatives, and public policies* (2nd ed.). New York: Longman.

Laumann, E.O. & Knoke, D. (1987). *The organizational state*. Madison, WI: University of Wisconsin Press.

Sabatier, P. (199). *Theories of the policy process*. Boulder, CO: Westview Press.

Edelman, M. (1988). *Constructing the political spectacle*. Chicago: University of Chicago Press.

Rocheffort, D.A. & Cobb, R.W (1993). *The politics of problem definition: Shaping the policy agenda*. Lawrence, KS:University of Kansas Press.

Week 5, February 6 – Politics and solutions (EPIN group 2)

What are the broad types of policy levers governments use to solve problems? How do policy analysts determine the best tools to implement and identify and fix mistakes when things go badly? What insights do popular political theories, models, or frameworks provide us? What do these frameworks tell us about the how educational policy is formed?

Required readings:

Stone – Ch. 12-16, conclusion (271-385)

McLendon, M. (2003). Setting the governmental agenda for state decentralization of higher education. *The Journal of Higher Education*, 74(5), 479–515.

Vergari, S. (2007). The Politics of Charter Schools. *Educational Policy*, 21(1), 15-39.

Supplemental reading:

Wallner, J. Legitimacy and public policy: Seeing beyond effectiveness, efficiency, and performance. *Policy Studies Journal*, 36(3), 421-443.

Wright, W. E. (2005). The political spectacle of Arizona's Proposition 203. *Educational Policy*, 19(5), 662-700.

Week 6, February 13 – Political theories and policy research (EPIN group 3)

What are some popular political theories, models, or frameworks commonly used to study educational policy? How are these applied in research? What do these frameworks tell us about the how educational policy is formed?

Required readings:

Ness, E.C. & Mistretta, M.A. (2010). Merit Aid in North Carolina : A Case Study of a "Nonevent" *Educational Policy*. 24(5): 703-734.

Robinson, S. E. (2004). Punctuated equilibrium, bureaucratization, and budgetary change in schools. *Policy Studies Journal*, 32, 25-39.

Last name begins with A – L read the following:

Doyle, W.R., McLendon, M.K., & Hearn, J.C. (2010). The adoption of prepaid tuition and savings plans in the American States: An event history analysis. *Research in Higher Education* 51, 659-686.

Zhang, Y. & Yang, K. (2008). What drives charter school diffusion at the local level: Educational needs or political and institutional forces? *Policy Studies Journal*. 36(4), 571-591.

Last name begins with M – Z read the following:

Macgillivray, Ian K. (2004). Gay Rights and school policy: A case study in community factors that facilitate or impede educational change. *International Journal of Qualitative Studies in Education*, 17(3), 347-370.

Reich, G. & Barth, J. Educating citizens or defying federal authority? A comparative study of in-state tuition for undocumented students. *Policy Studies Journal*, 38(3), 419-445.

Supplemental reading:

Baumgartner, F.R. & Jones, B.D. (1993). *Agendas and instability in American politics*. Chicago: University of Chicago Press

Berry, F. S., & Berry, W. D. (1999). Innovation and diffusion models in policy research. In P. Sabatier (Ed.), *Theories of the policy process* (pp. 169–200). Boulder, CO: Westview Press.

Box-Steffensmeier, J.M. & Jones, B.S. (2004). *Event history modeling: A guide for social scientists*. Cambridge University Press.

Parsons, C. & Fidler, B. (2005). A new theory of educational change-punctuated equilibrium: The case of the internationalization of higher education institutions. *British Journal of Educational Studies*, 53(4), 447-465.

True, J. L., Jones, B. D., & Baumgartner, F. R. (1999). Punctuated-equilibrium theory: Explaining stability and change in American policymaker. In P. Sabatier (Ed.), *Theories of the policy process* (pp. 97–115). Boulder, CO: Westview Press.

Week 7, February 20 – Introduction to economics and policy research (EPIN group 4)

What is an economic approach to educational policy analysis? How do economists view education and education policy? What are some of the economic theories used to study education policy?

Required readings:

Chapters 1, 2, 8, and 9 developed by and located on Larry Reynolds web site at:

<http://www.boisestate.edu/econ/lreynol/web/Micro.htm>

To supplement your learning you may want to use the Movies (Flash and QT) and Interactive Excel and PowerPoint modules that Reynolds developed to accompany his chapters. They are also available at the URL cited above.

Ehrenberg, R. G. (1999). Adam Smith goes to college: An economist becomes an academic administrator. *Journal of Economic Perspectives*, 13(1), p. 99-116.

Hanushek, E.A. (1981). Education policy research--An industry perspective. *Economics of Education Review*, 1(2): 193-223.

Levin, H.M. (1989). Mapping the economics of education: An introductory essay. *Educational Researcher*, 18(4): 13-16.

Supplemental Readings:

Cohn, E. & Geske, T.G. (1990). *The Economics of Education* (3rd ed.). New York: Pergamon Press. Chapter 2 (pages 11-33).

Paulsen, M. B., & Toutkoushian, R. K. (2008). Economic models and policy analysis in higher education: A diagrammatic exposition. In J. C. Smart (Eds.) *Higher Education: Handbook of Theory and Research*, vol. 23 (p. 1-48). The Netherlands: Springer.

- Ehrenberg, R. G. (2004). Econometric studies of higher education. *Journal of Econometrics*, 121(1-2), 19 – 37.
- Toutkousian, R. K., & Paulsen, M. B. (Eds.) (2007). *Applying Economics to Institutional Research*. New Directions for Institutional Research (vol. 132). San Francisco, CA: Jossey-Bass

Week 8, February 27 – Economics of public and private returns to schooling (EPIN group 5)

What are the benefits and costs of education and how does that influence investments in schooling? What are the private and social benefits of education?

Required readings:

- Cohn, E. & Geske, T.G. (1990). *The Economics of Education* (3rd ed.). New York: Pergamon Press. Chapter 3 (pages 34-57).
- Ashenfelter, O., & Krueger, A. (1994). Estimates of the economic return to schooling from a new sample of twins. *The American Economic Review*, 84(5), 1157-1173.
- Hanushek, E. A., Kain, J. F., Rivkin, S. G., & Branch, G. F. (2007). Charter school quality and parental decision making with school choice. *Journal of public economics*, 91, 823-848.
- Zhang, L., & Thomas, S. L. (2005). Investment in human capital: Sources of variation in the return of college quality. In John Smart (Eds.) *Higher Education: Handbook of Theory and Research*, vol. 20 (p. 241-306). The Netherlands: Springer.

Supplemental Readings:

- Bast, J. L., & Walberg, H.J. (2004). Can parents choose the best schools for their children? *Economics of Education Review*, 23, 431-440.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis with special reference to education*. Third edition. New York: National Bureau of Economic Research.
- Hoxby, C. M. How school choice affects achievement of public school students.
- Dee, T. S. (2004). Are there civic returns to education? *Journal of Public Economics*, 88, 1697–1720.
- Heller, D. E. (1997). Student price response in higher education: An update of Leslie and Brinkman. *Journal of Higher Education*, 68(6), 624-659.
- Monks, J. (2000). The returns to individual and college characteristics: Evidence from the national longitudinal survey of youth. *Economics of Education Review*. 19(3), 279-289.
- Moretti, E. (2004). Estimating the social return to higher education: Evidence from longitudinal and repeated cross-sectional data. *Journal of Econometrics*, 121, 175 – 212.
- Perna, L.W. (2003). The private benefits of higher education: An examination of the earnings premium. *Research in Higher Education*, 44(4), 451-72.
- Thomas, S. L., & Perna, L. W. (2004). The opportunity agenda: A reexamination of postsecondary reward opportunity. In J.C. Smart, *Higher Education: Handbook of Theory and Research* (XIX, p. 43-84), Dordrecht, Netherlands: Springer.
- Webbink, D., & Hartog, J. (2004). Can students predict starting salaries? Yes! *Economics of Education Review*, 23, p. 103-113.

Due: One page description of research proposal (submit by 4:30pm)

Week 9, March 6 – Spring break (no class)

Week 10, March 13 – Economics of equity and efficiency (EPIN group 6)

How do economists view equity and efficiency? How does this inform the study of education policy? What are the costs of education? Does money matter?

Required readings:

Hoxby, C. M. (1996). Are efficiency and equity in school finance substitutes or complements? *Journal of Economic Perspectives*, 10(4), 51-72.

DesJardins, S.L. (2001). Understanding and Using Efficiency and Equity Criteria in the Study of Higher Education Policy. In John Smart (ed.), *Higher Education: Handbook of Theory and Research XVII*: 173-219.

Long, B.T. The contributions of economics to the study of college access and success. *Teachers College Record*, 109(10), 2367-2424.

Supplemental Readings:

Dowd, A.C., & Grant, J.L. (2006). Equity and efficiency of community college appropriations: The role of local financing. *The Review of Higher Education*, 29(2), 167-194.

Perna, L. W. (2006) Studying College Access and Choice: A Proposed Conceptual Model. In J.C. Smart, *Higher Education: Handbook of Theory and Research (XXI)*, p. 99-149), Dordrecht, Netherlands: Springer.

Week 11, March 20 – Introduction to sociology and policy research (EPIN group 7)

What is the sociological approach to the study of educational policy? What theories do sociologists use to frame policy studies?

Required readings:

Lauen, D. L., & Tyson, K., (2009). Sociological contributions to education policy research and debates. In Sykes, G., Schneider, B., & Plank, D. N., *Handbook of Education Policy Research* (p. 71-82). New York, NY: Routledge Publishers.

Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81.

Gamoran, A. American schooling and educational inequality: A forecast for the 21st century. *Sociology of Education*, 74, 135-143.

Bills, D.B. (2003). Credentials, signals, and screens: Explaining the relationship between schooling and job assignment. *Review of Educational Research*, 73(4), 441-469.

Supplemental Readings:

Brown, D.K. (2001). The social sources of educational credentialism: Status cultures, labor markets, and organizations *Sociology of Education*, 74, 19-34.

Conforti, J. M. (1992). The legitimation of inequality in American education. *The Urban Review*, 24(4), 227-236.

Hallinan, M.T. (2001). Sociological perspectives on black-white inequalities in American Schooling. *Sociology of Education*, 74, 50-70.

Week 12, March 27 – Work on policy research proposal (spring holiday, no class meeting)

Week 13, April 3 – Sociology, policy, and school choice (EPIN group 8)

How does sociological policy research informed our understanding of educational decisions and related policies?

Required readings:

Deil-Amen R., & Lopez Turley, R. N. (2007). A review of the transition to college literature in sociology. *Teachers College Record*, 109(10), 2324-2366.

Kerckhoff, A. C. (2001). Education and social stratification processes in comparative perspective. *Sociology of Education*, 74, 3-18.

Last name begins with A – L read the following:

Lauen, D. L. (2007). Contextual explanations of school choice. *Sociology of Education*, 80(3), 79-109.

Goldrick-Rab, S., & Pfeffer, F. T. (2009). Beyond access: Explaining socioeconomic differences in college transfer. *Sociology of Education*, 82(2), 101-125.

Last name begins with M – Z read the following:

Saporito, S., & Sohoni, D. (2006). Coloring outside the lines: Racial segregation in public schools and their attendance boundaries. *Sociology of Education*, 79(2), 81-105.

Goldrick-Rab, S. (2006). Following their every move: An investigation of social-class differences in college pathways. *Sociology of Education*, 79(1), 61-79.

Supplemental Readings:

Goldrick-Rab, S., Harris, D. N., & Trostel, P. A. (2009). Why financial aid matters (or does not) for college success: Toward a new interdisciplinary perspective. In J. C. Smart (Ed.) *Higher Education: Handbook of Theory and Research* (XXIV, p. 389-419). Dordrecht, Netherlands: Springer.

Week 14, April 10 – Introduction to critical theory and policy research (EPIN group 9)

What is a critical approach to the study of educational policy? What is critical race theory and how does it apply to the study of educational policy?

Required readings:

Ladson-Billings, G. & Tate, W. (1995) Toward a critical race theory of education, *Teachers College Record*, 97(1), 47–68.

Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *The Journal of Higher Education*, 80(4), 390-414.

Teranishi, R. T., Behringer, L. B., Grey, E. A., & Parker, T. L. (2009). Critical race theory and research on Asian Americans and Pacific Islanders in higher education. *New Directions for Institutional Research*, 142, 57-68.

Shaw, K. (2004). Using feminist critical policy analysis in the realm of higher education: The case of welfare reform as gendered educational policy. *The Journal of Higher Education*, 75(1), 56-79.

Supplemental Readings:

Crenshaw, K., Gotanda, N., Peller, G. & Thomas, K. (1995). *Critical race theory: The key writings that formed the movement*. New York: New Press.

Delgado, R. & Stefancic, J. (2001). *Critical race theory: An Introduction*. New York University Press.

Solorzano, D. (1998) Critical race theory, race, and gender microaggressions, and the experience of Chicana and Chicano scholars, *International Journal of Qualitative Studies in Education*, 11(1), 121–136.

Solorzano, D. & Tate, W. (1997) Critical race theory and education: history, theory and implications, in: M. Apple (Ed.) *Review of research in education*, Volume 22 (Itasca, IL, FE Peacock Publishers), 195–247.

Taylor, E. (1999) Critical race theory and interest convergence in the desegregation of higher education, in: L. Parker, D. Deyhle & S. Villenas (Eds) *Race is ... race isn't: critical race theory and qualitative studies in education* (Boulder, CO, Westview Press), 181–204.

Taylor, E. (2000) Critical race theory and interest convergence in the backlash against affirmative action: Washington State and Initiative 200, *Teachers College Record*, 102(3), 539–560.

Teranishi, R. (2002) Asian Pacific Americans and critical race theory: an examination of school racial climate, *Equity & Excellence in Education*, 35(2), 144–154.

Thompson, A. (1998) Not the color purple: Black feminist lessons for educational caring, *Harvard Educational Review*, 68, 552–554.

Week 15, April 17 – Critical theory, policy, and social justice (EPIN group 10)

What is a critical approach to the study of educational policy? What is critical race theory and how does it apply to the study of educational policy?

Required readings:

Abowitz, K.K. (2001). Charter Schooling and Social Justice. *Educational Theory*, 51(2), 151-170.

Chapman, T. & Antrop-Gonzalez. (2011). A critical look at choice options as solutions to Milwaukee's school inequities. *Teachers College Record* 113(4). 787-810.

Beratan, G. D. (2008). The song remains the same: Transposition and disproportionate representation of minority students in special education. *Race Ethnicity and Education*, 11(4), 337-354.

Gillborn, D. (2005). Education policy as an act of white supremacy: Whiteness, critical race theory and education reform. *Journal of Education Policy*, 20(4), 485-505.

Pyon, H. T. (2009). Review of English education policy for language minority students in the United States: A critical race theory perspective. *Asian American Policy Review*, 18, 65-80.

Supplemental Readings:

Bell, D. (2004) *Silent covenants: Brown vs Board of Education and the unfulfilled hopes for racial reform* (New York, Oxford University Press).

Morris, J. (2001) Forgotten voices of black educations: critical race perspectives on the implementation of a desegregation plan, *Educational Policy*, 15(4), 575–600.

Oakes, J. (1995) Two cities' tracking and within-school segregation, *Teachers College Record*, 96, 681–690.

Oakes, J., Muir, K. & Joseph, R. (2000) *Coursetaking and achievement in mathematics and science: Inequalities that endure and change* (Madison, WI, National Institute of Science Education).

Rousseau, C. & Tate, W. (2003) No time like the present: reflecting on equity in school mathematics, *Theory Into Practice*, 42(3), 210–216.

Week 16, April 24 – Organizations and policy (EPIN group 11)

What is an organizational approach to the study of educational policy? What do organizational perspectives tell us about educational policy?

Required readings:

Spillane, J. P., Gomez, L. M., & Mesler, L. (2009). Notes on reframing the role of organization in policy implementation. In Sykes, G., Schneider, B., & Plank, D. N., *Handbook of Education Policy Research* (p. 409-421). New York, NY: Routledge Publishers.

Honig, M. J. (2006). Street-level bureaucracy revisited: Frontline district central-office administrators as boundary spanners in education policy implementation. *Educational Evaluation and Policy Analysis*, 28(4), 357-383.

Traver, A. (2006). Institutions and organizational change: reforming New York City's public school system. *Journal of Education Policy*, 21(5), 497-514.

Kezar, A., Glenn, W.J., Lester, J., & Nakamoto, J. Examining organizational contextual features that affect implementation of equity initiatives. *The Journal of Higher Education*, 79(2), 125-159.

Supplemental Readings:

Coburn, C.E. (2006). Framing the problem of reading instruction: Using frame analysis to uncover the microprocesses of policy implementation. *American Educational Research Journal*, 43(3), 343-379.

Scott, W.R. *Institutions and Organizations*. Thousand Oaks, CA:Sage.

Meyer, H.D. & Rowan, B. (2006). *The New Institutionalism in Education*. Albany, NY: SUNY.

Due: Self assessment of class participation

April 29 at noon: Policy research proposal due