

ELPS 491
Issues in Educational Policy
Summer A 2013

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Course description

This seminar-style course will examine several sets of policy challenges that currently face education systems in the US and around the globe. We will begin by examining changing relations between schools and the world of work especially around questions of the knowledge economy, lifelong learning and changing family & childrearing patterns. A second unit of the course will directly take up the issue of educational meritocracies and policy questions around equity, democracy and social inclusion/exclusion. The final unit of the course will be dedicated to policy challenges related to quality control, accountability and the new forms governance that appear to be emerging as we move into the second decade of the 21st century. The course will examine schooling at all levels pre-K to higher education and have both a domestic-US and an international comparative focus.

Across the course (and crossing each of the three units) we will pay particular attention to two important current education policy issues: the US Common Core, or the nationwide implementation of the Common Core State Standards (CCSE); and Education Post 2015, or the project of creating a development framework that succeeds the current UN Millennium Development Goals. Both of these are pressing education policy issues, into which are folded a wide-range of policy questions around things like student learning, teacher quality, assessment, accountability.

Students in the course will be able to identify, review, and critically analyze significant educational policy issues. Assignments in the course will involve group and individual projects that both analyze educational policies and prepare recommendations. Students in the course will also grapple with the different ways that diverse groups of people encounter, engage with, and mobilize/create achievement and opportunity through and in relation to schooling.

The six-week summer session course will be run as a hybrid course that blends face to face classroom experience with asynchronous online learning. The course will run May 20-June 28 and will entail 5:30pm-8:30pm face to face class sessions at the Lake Shore Campus (Mundelein 607) on Monday May 20, Wednesday May 29, Wednesday June 5, Wednesday June 12, Monday June 17 and Wednesday June 19. Students will be responsible for participation in the required online components of the course over the entire period May 20-June 28. ELPS 491 Summer A 2013.

Required Reading

Richard Sennett's book The Culture of the New Capitalism (Yale Univ Press, 2006) ISBN 978-0-300-11992-3 is available at the Lake Shore Campus bookstore. In addition we will be reading journal articles available through the Loyola Libraries and PDFs posted on Sakai.

Organization of Course

Generally speaking we will meet in person once a week, with mandatory online activities and assignments also due each week. Sakai will serve as the course learning platform and among various options we will be making considerable use of Sakai's discussion board, blogging, and wiki functions. Students are responsible for familiarizing themselves with this technology and seeking out instruction and guidance through the various resources provided by the university.

During face-to-face class sessions students are welcome to use electronic devices (laptops, iPads, etc.) provided that they do not disrupt the learning environment. However, such devices should only be used taking notes, referencing course materials, searching online for material related to course discussions, or, to a limited extent, browsing online to follow a train of thought stimulated by course material or discussion. Using electronic resources to engage in activities such as texting, emailing, using internet sites like Facebook or Twitter, playing games, or browsing the web for content not related to the course is not permitted and will result in your being barred from using your device in class in the future.

The course will be divided into two-week segments, each of which will be punctuated with several different work periods, all of which will be laid out in careful detail on the course Sakai page. Please refer to Sakai for precise instructions on what work you are expected to do each week. What follows below is a partial listing of the readings that we will be making use of in each segment of the course.

School, Work, Children & Families

Richard Sennett *The Culture of the New Capitalism* (Yale Univ Press, 2006).

Paula Fass, "The Child-Centered Family? New Rules in Postwar America" in Fass and Grossberg (Eds.) *Reinventing Childhood After WWII* (Penn, 2012), p. 1-18.

Margaret Weir, "The American Middle Class and the Politics of Education" in *The American Middle Class and the Politics of Education* O. Zunz, L. Schoppa, and N. Hiwatari Editors, (New York: Russell Sage, 2002), p. 178-203

Michelle Marzulo, "Through a Glass, Darkly: U.S. Marriage Discourse and Neoliberalism" *Journal of Homosexuality*, 58:6-7 (2011), p. 758-774.

Merit, Democracy, Equity & Inclusion/Exclusion

Tannock, S. (2009). Global meritocracy, nationalism and the question of whom we must treat equally for educational opportunity to be equal. *Critical Studies in Education*, 50(2), 201–211.

Breen, R. (2003). Is Northern Ireland an educational meritocracy? *Sociology* 37(4), 657-75.

Liu, A. (2011) Unravelling the myth of meritocracy within the context of US higher education, *Higher Education*, 62, 383-397.

Souto-Otero, M. (2010). Education, meritocracy and redistribution. *Journal of Education Policy*, 25(3), 397-413.

Unterhalter, Elaine and Brighouse, Harry (2007) "Distribution of what for social justice in education? The case of Education for All by 2015." in Amartya Sen's Capability Approach and Social Justice in Education. Palgrave Macmillan, Basingstoke, pp. 67-86.

Walker, Melanie. "A capital or capabilities education narrative in a world of staggering inequalities?." International Journal of Educational Development 32.3 (2012): 384-393.

Accountability, Quality, Governance

Maarten Simons and Jan Masschelein "The Governmentalization of Learning and the Assemblage of a Learning Apparatus" Educational Theory 58(4) 2008, p. 391-415.

Benavot, A. (2012). Policies toward quality education and student learning: constructing a critical perspective. Innovation: The European Journal of Social Science Research, 25(1), 67-77.

Tatiana Suspitsyna (2010) "Accountability in American education as a rhetoric and a technology of governmentality" Journal of Education Policy, 25(5), 567-586

Kathryn Mitchell (2006) "Neoliberal governmentality in the European Union: education, training, and technologies of citizenship" Environment and Planning D: Society and Space 24(3) p. 389-407

William Walters and Jens Haahr Governing Europe: Discourse Governmentality and European Integration, New York: Routledge, 2006, p. 1-64

Course Assignments

Your course participation grade – which will be reflective of your participation in both face-to-face class sessions and your participation in required online activities (discussion board participation) – will compose 35% of your grade in the course. Written assignments include: guided blog posts that expected to be polished pieces of writing in the 500-1000 word range (20% of your grade in the course), a 750 word op-ed writing assignment (10% of your grade), and a 12-15 page final paper (35% of your grade in the course). Additional information on each assignment will be provided in class.

The course activities, work and assignments in this hybrid course are mapped out as follows. Complete instructions and a full schedule will be posted on Sakai.

Day / Time Period	Reading / Activity / Assignment
<u>Mon May 20 Class</u>	Sennett <u>Culture of the New Capitalism</u> (read in advance of class)
Tues May 21-Sun May 26	Education Policy "Messy Objects" readings and Discussion Board EFA and Common Core readings and wiki annotation assignment
Mon May 27- <u>Weds May 29 Class</u>	Reading on Family, Parenting and Childhood to prepare for class (Fass, Weir & Marzullo)
Thurs May 30-Sun June 2	Blog Assignment 1
Mon June 3- <u>Weds June 5 Class</u>	Reading on Merit and Meritocracy (TBD)
Thurs June 4-Sun June 9	Discussion Board and Blog Assignment 2
Mon June 10- <u>Weds June 12 Class</u>	Reading on Merit, Capability and Childrens Rights (TBD)
Thurs June 13-Sun June 17	Discussion Board

<u>Mon June 18 Class</u>	Reading on Governance and Accountability (TBD); Op-Ed Draft due
<u>Weds June 20 Class</u>	Reading on Governance and Accountability (TBD); peer workshop Op-Ed
Thurs June 21 – Tues June 25	Discussion board and Blog Assignment 3; Op-Ed Final due Tues 11:59pm
Weds June 26 – Friday June 29	Work on Final Paper; due Friday 11:59pm

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/>

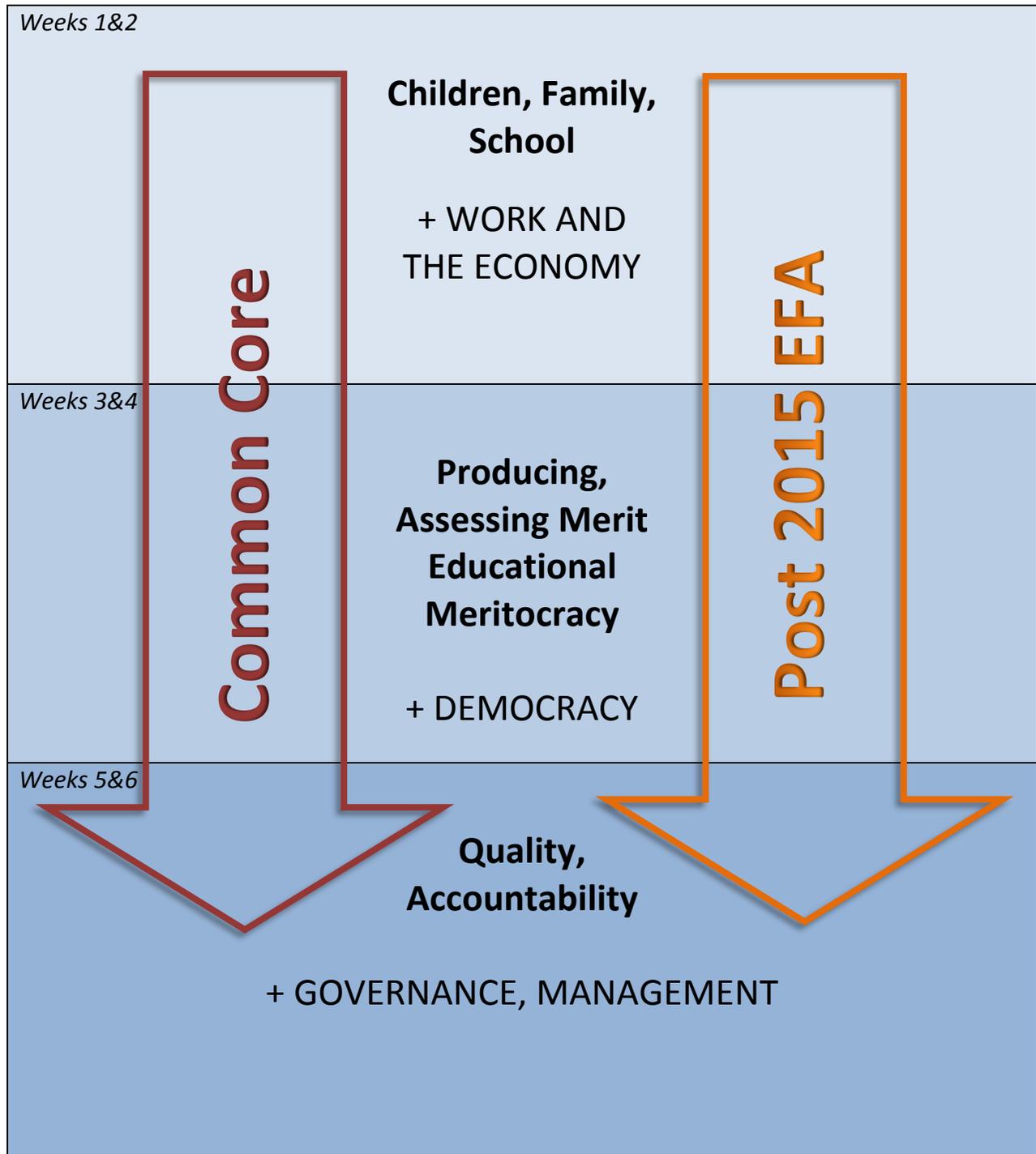
Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml. Plagiarism – presenting someone else's writing or ideas as your own – is one form of academic dishonesty and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. In class we will discuss how to cite and include others' work in your own writing.

a possible visualization of the course / syllabus ...



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