

ELP 384F: Foundations of Educational Policy

Unique #11350 | Fall 2024

Tuesdays, 4:00 - 7:00 PM, In person

George I. Sánchez Building ([SZB](#)) Room 3.808**Instructor:** Dr. Chloe Latham Sikes**Pronouns:** she/her/hers**Email:** via Canvas message or chloe.lathamsikes@austin.utexas.edu**TA:** Dan Dawer**Pronouns:** he/him**Email:** via Canvas message or daniel.dawer@utexas.edu**Course Overview and Learning Outcomes**

In this course, we will:

- Investigate the historical origins and evolution of the American educational system;
- Explore how historical contexts have shaped policy, people, institutions, and ideas;
- Examine social and political forces surrounding education policy.

To accomplish these goals and think like education historians, we will:

- Read educational research that uses historical methods;
- Make connections between historical events and contemporary issues in education;
- Critically analyze historical conditions and primary source materials to investigate a contemporary policy issue.

Course Catalog Description

Introduction to the history of the American educational system. Considers historical, economic, social, and political precedents when examining contemporary educational policy. Emphasis on policies related to race, ethnicity, class, and gender, and the recurring nature of controversial issues related to language, segregation, funding, and accountability.

Course Requirements

Required Texts

Labaree, D.F. (2010). *Someone has to fail*. Harvard University Press. ([Ebook link](#))

Various articles, chapters, and other resources can be found at the course website on Canvas at <https://utexas.instructure.com>. Additionally, instructions, assignments, readings, rubrics, and essential information will be on the Canvas website. Check the Canvas site regularly.

Course Expectations

- **Classroom community.** All of us come to this space with a unique set of lived experiences that inform our perspectives, values, and beliefs. As we learn and explore ideas together, there will be moments in which we will challenge or critique each other's ideas, and when our own ideas will be challenged or critiqued. It is important that we all have the opportunity to express our viewpoints in an atmosphere of care and mutual respect. To accomplish this, we will accept individual and collective responsibility for maintaining a classroom community that encourages creativity and dialogue and for repairing harm if/when it occurs.
- **Active participation.** This course will require all students to actively participate in learning. This means critically reading all assigned chapters and articles prior to each class, thinking carefully about the ideas presented, and applying concepts from the readings to current and historical sociopolitical contexts. This also means contributing in small- and large-group discussions. You do not need to have everything figured out before you participate. We are all in the process of learning, and actively contributing to discussions is one way to figure out what we are thinking. Also, active participation means intentionally listening and knowing when to step back so others can speak.
- **Technology.** There will be moments during class when life happens and we will need to take a call, respond to a text or email, or handle an issue at a moment that is not always convenient. I will operate under the assumption that you are present and paying attention when in class, and should something arise that requires your attention, you will excuse yourself from the learning environment to address it. Many of us are also working jobs and internships and/or have family and life responsibilities outside of class. If you need to be on the phone to tend to these responsibilities, please do so—I will expect that you have done all you can in advance of class to avoid having to remove yourself from our learning space. As needed, please communicate with me about any issues that might pull you away from our learning time.
- **Communication.** Please communicate with me if you are going to miss class, need an extension on an assignment, or have other concerns that arise during the semester. This includes religious observances and faith practices. If you need to miss class due to a

religious observance, please let me know and we can work together to make up any assignment or session that you miss.

Assignment Descriptions

Attendance/participation (10%)

This course requires your attendance and active participation in discussions and activities. You are welcome to use 1 absence during the semester as needed without explanation, but you will still be responsible for reading assigned texts for that session. It is crucial that you attend all class sessions, arrive on time, return promptly from breaks, and stay for the entire class. You cannot miss more than 3 classes and still pass the course.

Paper proposal (10%) Due 9/27 by 11:59 PM

The paper proposal is a one page summary of the policy issue that you plan to focus on this semester. It should include:

- A brief description of the policy issue.
 - What is the issue or problem that policy has tried to address?
 - What are some policies that have been implemented to address this issue?
- A summary of the historical events surrounding your policy issue.
 - What do you know about the history of this policy issue?
 - What policy decisions, court rulings, or other major events influenced the evolution of this policy issue?
 - How has this issue been framed/discussed at different points in history?
- Provide relevant citations (can extend past the 1st page).

Current event project (15%)

Once during the semester, you will give a brief presentation (about 10-15 minutes) connecting themes and ideas from that week's assigned readings to a current issue in education policy at the local, state, or national level. You will have the opportunity to sign up for a slot for your current event project during the first week of class.

You will also submit a 1-page (double-spaced, APA) document to the instructor with one paragraph explaining the current issue in its contemporary context (citing relevant examples of media attention to the topic), and a second paragraph tracing its connections to relevant historical concepts. The presentation should address both topics and should pose 1-2 broad questions about your selected issue for the class to discuss.

Paper outline (10%) Due 11/12 by class time

You will create an outline for your historical analysis paper to bring to class on 11/12 to aid you in exploring the research and historical materials on your policy issue. Your outline should include:

- A working title for your paper
- A 1-2 paragraph problem statement about your issue that describes its importance and policy context.
- A 1-2 paragraph description of the historical context(s) and concept(s) you plan to explore in your paper, and how they connect to your policy issue.
- A brief outline of the paper
- A bibliography of at least 5 articles and other sources that you plan to draw on for your paper. You don't need to have read them all yet.
- Questions or concerns you have about the paper, and specific areas you would like feedback on.

Final presentations (15%) Due 12/3 before class time

The final presentation is a summary of the ideas in your historical analysis paper. Presentations should be 10-15 minutes and walk us through your policy issue, its origins and evolution across different historical eras, and the social forces, policy decisions, and other major events that have shaped it over time. Please create a visual presentation via PowerPoint or another platform that can be uploaded to Canvas by class time on 12/3.

Historical analysis paper (40%) Due 12/12 by 11:59 PM

The historical analysis paper is a 6-8 page (double-spaced) investigation of the historical context(s) shaping a contemporary policy issue. Your paper should draw on a combination of peer-reviewed research and primary source material to:

- Illuminate the historical conditions that gave rise to your policy issue and trace the evolution of these conditions across space and time;
- Make connections between the historical conditions surrounding your policy issue and its contemporary framings;
- Apply lessons from historical analysis to reframe conventional framings of your policy issue.

Use this link to view UT's final exam schedule: <https://registrar.utexas.edu/schedules/242/finals>

Grading Information

Assignment	Points possible	Percentage of total grade
Attendance/participation	10	10%

Paper proposal	10	10%
Current event project	15	15%
Paper outline	10	10%
Final presentation	15	15%
Historical analysis paper	50	40%

Grading Scale

A	A-	B+	B	B-
94-100	90-93	86-89	83-85	80-82

Course Outline

*Plans, readings, assignments are subject to change; instructor will communicate all in class and on Canvas.

*Detailed University session information can be found here: <https://registrar.utexas.edu/calendars/24-25>

Week 1 8/27	Welcome and Introductions Grounding questions: • What are the purposes of education? • Why should education policy researchers study history? • What does it mean to think like education historians? Horsford, S.D., & D’Amico, D. (2015). The past as more than prologue: A call for historical research. <i>International Journal of Educational Management</i> 29(7), 863-873.	
Week 2 9/3	Purposes of Education Labaree (2010). Introduction and Chapter 1. <i>Someone has to fail</i> (pp. 1-41). Tyack, D.B. (1976). Ways of seeing: An essay on the history of compulsory schooling. <i>Harvard Educational Review</i>, 46(3), 355-389. <u>Optional:</u> • Grubb, W.N. & Lazerson, M. (2004). Introduction: believers and dissenters. In <i>The education gospel: The economic power of schooling</i> (pp. 1-28). Harvard University Press.	
Week 3 9/10	Historical Origins and Evolution of the American Education System Labaree (2010). Chapters 2-3. <i>Someone has to fail</i>. (pp. 41-105). Lomawaima, K.T. (1999). The unnatural history of American Indian education. In K.G. Swisher & J.W. Tippeconnic, III, (Eds.), <i>Next steps: Research and practice to advance Indian education</i> (pp. 1-32). ERIC Clearinghouse on Rural Education and Small Schools. <u>Optional:</u>	

	Reese, W.J. (2001). The origins of progressive education. <i>History of Education Quarterly</i>, 41(1), 1-24.	
Week 4 9/17	Racial Formation and Education Omi, M., & Winant, H. (2015). The theory of racial formation. In <i>Racial formation in the United States</i> (3rd edition) (pp. 105-136). Routledge. Givens, J.R., & Ison, A. (2023). Toward new beginnings: A review of Native, White, and Black American education through the 19th century. <i>Review of Educational Research</i>, 93(3), 319-352. <u>Optional:</u> Ladson-Billings, G. (2018). The social funding of race: The role of schooling. <i>Peabody Journal of Education</i>, 93(1), 90-105.	
Week 5 9/24	Structure of the Contemporary Education System and the Challenges of Reform Labaree (2010). Chapters 4-5 (pp. 106-162). Rippner, J.A. (2016). The structure of the American education system. In <i>The American education policy landscape</i> (pp. 13-32). Routledge. <u>Optional:</u> Peurach, D.J., Cohen, D.K., Yurkofsky, M.M., & Spillane, J.P. (2019). From mass schooling to education systems: Changing patterns in the organization and management of instruction. <i>Review of Research in Education</i>, 43(1), 32-67.	Due: Paper Proposal (by 11:59 PM on 9/27)
Week 6 10/1	Racial Segregation and Desegregation Du Bois, W.E.B. (1935) Does the Negro need separate schools? <i>Journal of Negro Education</i>, 4(3), 328-335. James-Gallaway, A.D. (2022). What got them through: Community cultural wealth, Black students, and Texas school desegregation. <i>Race, Ethnicity, and Education</i>, 25(2), 173-191.	

	Podcast: The Law in Education—Brown v. Board of Ed. IDRA Classnotes Podcast #223. (2022) <u>Optional:</u> Baker, S., Myers, A., & Vasquez, B. (2014). Desegregation, accountability, and equality: North Carolina and the nation, 1971-2002. <i>Education Policy Analysis Archives</i>, 22(117).	
Week 7 10/8	Gender, Sexuality, and Education Policy Apple, M.W. (1985). Teaching and “women’s work”: A comparative historical and ideological analysis. <i>Teachers College Record</i>, 86(3), 455-473. Graves, K. (2015). LGBTQ education research in historical context. In G.L. Wimberly (Ed.), <i>LGBTQ issues in education: Advancing a research agenda</i> (pp. 23-42). American Educational Research Association. <u>Optional:</u> Hansot, E., & Tyack, D. (1988). Gender in American public schools: Thinking institutionally. <i>Signs: Journal of Women in Culture and Society</i>, 13(4), 741-760.	
Week 8 10/15	School Finance Policy Alemán, Jr., E. (2007). Situating Texas school finance policy in a CRT framework: How “substantially equal” yields racial inequity. <i>Educational Administration Quarterly</i> 43(5), 525-558. Backer, D. I., & Royal, C. (2024). Toxic finance: underinvestment in Philadelphia’s school buildings, 1993–2021. <i>Journal of Educational Administration and History</i>, 1-18. Podcast: Cut, fire, close. <i>Have You Heard?</i> Episode #182 (2024). <u>Optional:</u> - Backer, D.I. (2022, June 27). The nightmare ouroboros of school shootings and the educational bond market. <i>The American Prospect</i>. - Morowski, D.L. (2009). Meeting the needs of	Guest speaker: Dr. David Backer, Associate Professor, West Chester University

	Texas school children: The Texas minimum foundation school program. <i>American Educational History Journal</i>, 36(1-2), 327-341.	
Week 9 10/22	Language Policy Gándara, P., Moran, R., & Garcia, E. (2004). Legacy of <i>Brown</i>: Lau and language policy in the United States. <i>Review of Research in Education</i>, 28(1), 27-46. García, O., & Sung, K.K. (2018). Critically assessing the 1968 Bilingual Education Act at 50 years: Taming tongues and Latinx communities. <i>Bilingual Research Journal</i>, 41(4), 318-333. Podcast: 50th Anniversary of Lau v. Nichols. <i>ASSETS</i>. (2024) <u>Optional:</u> Delavan, M.G., Freire, J.A., & Menken, K. (2021). Editorial introduction: A historical overview of the expanding critique(s) of the gentrification of dual language bilingual education. <i>Language Policy</i>, 20(3), 299-321.	Guest Speaker: Aurelio Montemayor, IDRA
Week 10 10/29	Standards and Accountability Policy Hutt, E., & Schneider, J. (2018). A history of achievement testing in the United States or: Explaining the persistence of inadequacy. <i>Teachers College Record</i>, 120(1). Mehta, J. (2013). How paradigms create politics: the transformation of American educational policy, 1980-2001. <i>American Educational Research Journal</i>, 50(2), 285-324. Sawchuk, S. (2022, May 11). Timeline: How federal school accountability has waxed and waned. <i>EducationWeek</i>. <u>Optional:</u> A Nation at Risk (1983) - Groen, M. (2012). NCLB—the educational accountability paradigm in historical perspective. <i>American Educational History Journal</i>, 39(1-2).	

Week 11 11/5	Market-based Reform and School Choice Policy Scott, J. T. (2013). School choice and the empowerment imperative. <i>Peabody Journal of Education</i> , 88(1), 60-73. Logan, S. R. (2018). A historical and political look at the modern school choice movement. <i>International Journal of Educational Reform</i> , 27(1), 2-21. Gooden, M.A., Jabbar, H., & Torres, Jr., M.S. (2016). Race and school vouchers: Legal, historical, and political contexts. <i>Peabody Journal of Education</i> , 91(4), 522-536. <u>Optional:</u> Bulkley, K.E. (2004). Reinventing an idea: The political construction of charter schools. <i>Educational Foundations</i>, 18(1), 5-31.	Guest speaker: Chandra Villanueva , Every Texan
Week 12 11/12	Writing and Research Workshop	Due: Paper outline (by class time) Guest speaker: Casey Ruegger , UT Liaison Librarian for Education
Week 13 11/19	No Class <i>UCEA Convention/ASHE Conference</i>	
Week 14 11/26	No Class <i>UT Thanksgiving Holiday</i>	
Week 15 12/3	Final presentations	Due: Final presentation (uploaded by class time) Due: Historical analysis paper (by 11:59 PM on 12/12)

University Resources

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php.

Accessibility

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A’s website for contact and more information: <http://disability.utexas.edu/>. If you are already registered with D&A , please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Artificial Intelligence

The creation of artificial intelligence (AI) tools for widespread use is an exciting innovation. However, artificial intelligence tools (such as ChatGPT) should not be used for this course. This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work in this course must be your own or created in group work, where allowed.

Relying on artificial intelligence to complete assignments for you subtracts from your learning and takes away opportunities for you to wrestle with complex ideas. It also comes with significant climate risks.

Counseling and Mental Health Center

The [Counseling and Mental Health Center](#) serves UT’s diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students’ well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515.

If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-

2255.

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

Land Acknowledgement

We are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Land acknowledgement provided by the [Program in Native American and Indigenous Studies](#), The University of Texas at Austin)

In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

- To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
- To commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
- To support the transition of the Program in Native American and Indigenous Studies into a Center.
- To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center, which you can do so here: <http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my

records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

Sanger Learning Center

Did you know that more than one-third of UT students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its

forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.