Course objectives

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Office Hours: Available by appointment

Loyola University Chicago is dedicated to professionalism in the service of social justice. The full conceptual framework is available at: http://www.luc.edu/education/mission/. ELPS 491 will explore some of the conceptual underpinnings of contemporary education policy. Public schools have long been assigned responsibility for preparing children to enter public space as democratic citizens, but this public function of schools is, according to many education scholars, currently challenged by neoliberal privatization. In this course, we will consider how education policies are privatizing the public domain, using the Common Core State Standards as a focus of our investigation. ELPS 491 will consider the ways in which contemporary US education policy addresses social, political, and economic concerns, through a consideration of the CCSS's concern with parental involvement, career and college readiness, and global competition. Framing our inquiry will be John Dewey's and Hannah Arendt's theorizations of the democratic public, and the course will begin with their inquiries into democratic publicity before turning to empirical and theoretical approaches to contemporary education policy.

Idea Objectives. Objectives in italics are especially significant to this course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Schedule

August 26: Introduction


September 2: Publicity 1
The Public and its Problems, John Dewey

Sept. 9: Publics and Public Schools


“From Citizens to Consumers,” David Labaree, Ch. 1 *Someone Has to Fail*

“Politicization of Evidence: Lessons for an Informed Democracy,” Jeffrey Henig *Education Policy* 23 (1) 2009

Sept. 16: Publicity 2

*The Human Condition*, Hannah Arendt. Chapters 1, 2 and 5 (pp 7-78 and 175-247)

Sept. 23: Market Private

Richard Sennett, *The Culture of the New Capitalism*

Sept. 30 Privatizing Public Schools


“Dismantling Public Schools, Displacing African Americans and Latinos/as” Pauline Lipman, Ch. 3 *The New Political Economy of Urban Education*

“‘Turnaround’ as Shock Therapy: Race, Neoliberalism and School Reform,” Amanda Walker Johnson. *Urban Education* 48(2) 232–256

October 7 Fall Break! No classes

Oct. 14 NO whole class meeting; meet in research teams

Oct. 21: Parental Involvement: The Family


*The Outsourced Self*, introduction and Chapter 7, Arlie Hochschild.


October 25, Saturday: “Theorizing Gun Violence in Schools” conference at LUC.

9 am – 5 pm, a free and open public conference

*attendance recommended but not required*

Oct. 28 TBD
November 4: Assessment/Accountability: The School

Powers, Audit Culture

Nov. 11 TBD class meeting on Lakeshore Campus this day, with visit to Sullivan High LSC meeting

Nov. 18: Global Competition: The World

“Global meritocracy, nationalism and the question of whom we must treat equally for educational opportunity to be equal,” Stuart Tannock. Critical Studies in Education Vol. 50, No. 2, June 2009, 201–211


Nov. 25 TBD

December 2 Conclusions

Grades and Assignments

Grades will be based on a combination of written assignments and participation.

1. Because this course is a seminar, student engagement is essential to the success of this course. Students are expected to attend all class meetings with readings completed, bringing in questions and comments. Students are expected to fully engage in all conversations.

   Weekly participation 30%

2. Students will work in teams to prepare classes on one of the three conceptual underpinnings of the Common Core that we are addressing in this course: the private family, school assessment, and global competition. Each team is responsible for supplying readings and leading class discussion in one of the weeks when that topic is covered.

   Class presentation 20%

3. A final paper on the area you have presented in class is due December 2. Although the class presentation is a group project, this final paper is an individual project. In it, you should make an original argument based on conceptual inquiry and secondary source research that extends beyond the group’s collaboration. The paper should be approximately 15-20 double-spaced pages in length.

   Final paper 50%

University and Class policies
UNIVERSITY and CLASS POLICIES

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. The School of Education’s Policy on Academic Integrity can be found at: 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

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. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Dispositions:

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. At the end of ELPS 420, students will be assessed in regards to professionalism and fairness. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

Diversity

Issues of diversity are embedded in various ways in the assigned readings and will intentionally surface during class discussions. Throughout the course, we will be discussing the significance of race, socio-economic status, and gender within educational policy. The course inquires into the effects of school privatization across US and global society, and students are expected to consider its effects through the lens of economic, sexual, racial/ethnic, and other kinds of diversity.
**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 seeking God in all things and 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/](http://webapps.luc.edu/biasreporting/)

**Use of Technology**

As part of integrating technology into teaching and learning, the Sakai course management system will be used throughout this course. Additionally, you must have working access to your Loyola e-mail account. Either use your luc.edu address or set it to forward to another e-mail account that you check regularly since the luc.edu e-mail is the one that will be used to communicate with you.

Electronic devices (laptop, iPad, etc.) may only be used in class only if you are using them for 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, e-mailing, 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.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)