**Social Contexts of Educational Policy, Politics & Practice**

EDST 577, Section 081 (SCPE core course)

**Instructor**: Deirdre Kelly **Term**: Winter 1 (Sept.-Dec. 2019)

**Office**: PCOH 3039 **Time**: Wednesdays, 4:30-7:30 p.m.

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***Course Description***

Welcome to EDST 577. In this seminar we will examine such questions as: What is educational policy? Can research help solve social problems? If so, how: Through finding technical solutions to social problems or advocacy? Should policy analysts take social problems as given, or should they study the social construction of these problems? Which voices are dominant and which ones absent in the educational policy process? Who benefits from educational policy and who loses? What are the intended and unintended consequences of educational policy? In the course, we will examine the process of policy making as well as some persistent themes in educational policy (such as equalizing opportunity, providing more choice) through case studies of specific policy issues and the social contexts from which they emerge.

***Course Objectives***

EDST 577 is designed to provide learning opportunities that will assist participants to:

* Explore the everyday of policy in your lives;
* Examine educators as policy actors;
* Understand policy and policy activism;
* Explore current educational policy debates;
* Examine alternative framing of educational policy;
* Understand the connection between politics and policy and the competing interests involved in the educational policy arena;
* Analyze global policies within local contexts;
* Be familiar with different approaches to educational policy research, including from Indigenous perspectives

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| SCHEDULE OF TOPICS AND DUE DATES | | |
| 1 | Wed. [Sept. 4](#week_01) | Introduction; metaphors of policy |
| 2 | Wed. [Sept. 11](#week_02) | What is policy? Who makes policy?  Different approaches to understanding and researching policy  \*\* ***[learning contracts due; post to Canvas by class time](#contract_details) \*\**** |
| 3 | Wed. [Sept. 18](#Week_03) | The construction of public problems; discourse analysis |
| 4 | Wed. [Sept. 25](#Week_04) | Neoliberalism; policy settlements; governance frameworks |
| 5 | Wed. [Oct. 2](#week_05) | Democracy, culture, and the politics of difference  **\*\*** ***[policy comparison assignment due; post to Canvas by class time](#webassigndetail)* \*\*** |
| 6 | Wed. [Oct. 9](#week_06) | Dimensions of social justice in education |
| 7 | Wed. [Oct. 16](#week_07) | Participation, recognition, redistribution—plus joy in education |
| 8 | Wed. [Oct. 23](#week_08) | Aboriginal education policy |
| 9 | Wed. [Oct. 30](#week_09) | Gender justice policy in education |
| 10 | Wed. [Nov.](#week_10) 6 | Policy alternatives: *Prefigurative practice*, *real utopias* |
| 11 | Wed. [Nov. 13](#week_11) | Mediatization; framing and counter-framing |
| 12 | Wed. [Nov. 20](#week_12) | Policy activism: Who, what, where, how? |
| 13 | Wed. [Nov. 27](#week_13) | Student presentations (format TBD; maybe gallery walk)  \*\* ***[final assignment/s due](#otherassign) no later than Monday, Dec. 2 by 9 a.m.*** \*\* |

***Course Requirements & Evaluation***

NOTE: I encourage you to work together with other members of the class on any assignment. If you elect to do this, you will receive a group mark.

NOTE: Your learning contract and all assignments should be posted to Canvas. Label your document with your last name and short descriptor, as follows:

* LC = learning contract (e.g., *Kelly LC v2.docx*)
* PC = policy comparison (e.g., *Kelly PC.docx*)
* E1 = essay #1 (e.g., *Kelly E1.docx*); E2 = essay #2
* RP = research paper (e.g., *Kelly RP v2.docx*)

If at all possible, use file format doc or docx so I can use track changes feature of Word (avoid RTF or PDF file formats).

**[Policy Comparison Assignment, 20% of the final mark](#webassign)**

**[5 typed, double-spaced pages, due on October 2.](#webassign)**

Either from [the list of suggested websites](#weblistentire) provided or ones you locate, choose two and explore their policy fields:

1. Clarify why you have chosen these two websites and how you intend to compare them.
2. Discuss in a meaningful way the discourses in use and the intended audiences.
3. Look at, and discuss, the condensation symbols that are used.
4. Consider whether you can identify discursive frames that limit what can be discussed (e.g., unheard voices, missing policy alternatives), hidden assumptions, one or more of Thompson’s modes of operation of ideology, contradictions, or suspicious numbers.
5. Most importantly, base your discussion on readings from the course and class discussions; support your ideas with the relevant concepts and theories (citing where appropriate).
6. Reflect on the potential contribution of these policies/websites to your own work.
7. Reflect on the limitations of these websites.

***Evaluation criteria:***

* Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors)
* Makes a clear argument (e.g., supports claims, makes clear transitions)
* Attends to social context and power
* Demonstrates understanding of, and makes meaningful connections to, concepts, arguments, and examples learned through reading, class discussion, or practice
* Includes your insights and conclusions

**[Suggestions for the Other Assignment(s) to Comprise 80% of the Final Mark](#FinalAssign):**

What follows are some suggested assignments, evaluation criteria, and sample outlines of [learning contracts](#contractdue), with suggested weights for various assignments. Students should think about the type of assignment(s) that would best suit their needs and then indicate in a short learning contract how much they would like to weight each assignment and its due date. Learning contracts should be posted to Canvas no later than Wednesday, September 11, 4:30 p.m.

**Suggestion #1:**

**An assignment that allows you to apply what you have learned**

**Short Essay (5 typed, double-spaced pages)**

Option A: Choose a specific policy or prominent policy commentary from a website of any school district (e.g., a school district’s safe schools policy, special education/ inclusion, an Aboriginal Enhancement Agreement), federal, provincial or territorial government, or the website of the World Bank ([www.worldbank.org](http://www.worldbank.org)), UNESCO, or the OECD. Download the entire policy document. Examine this policy based on the readings assigned for the course.

1. In your analysis, refer to the gender, ethnic, racial, socioeconomic, (dis)ability, sexuality, and political underpinnings of the policy.
2. Analyze the implications of the policy for different social groups.
3. Point to the ethical issues involved.

Option B: Choose a policy document from your workplace and analyze the policy as well as the responses to it from internal and external interest groups.

Option C: Examine *UBC Statement on Respectful Environment for Students, Faculty and Staff*(2014) and draft a response to the document.  
<http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>

Option D: Examine a section ofPope Francis’s *Encyclical letter: Laudato Sí* (2015)(e.g.,Chapter 6: Ecological education and spirituality, pp. 202-246) and draft a response.

<http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si_en.pdf>

***Evaluation criteria:***

* Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors)
* Demonstrates an understanding of a policy from multiple perspectives
* Uses concepts, arguments, and examples learned through reading, class discussion, or practice
* Includes your insights and conclusions

**Suggestion #2:**

**An assignment that allows you to do an in-depth, focused inquiry into an educational policy of your choosing**

**Research Paper (15 typed, double-spaced pages)**

***Evaluation criteria:***

* Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors)
* Demonstrates an understanding of the pertinent literature
* Draws from multiple sources and perspectives, including those that may question the “official story”
* Discusses aspects of the social context relevant to the policy issue under scrutiny
* Uses concepts, arguments, and examples learned through reading, class discussion, or practice
* Includes your insights and conclusions

**Suggestion #3:**

**An assignment that allows you to analyze and reflect upon a set of readings, experiences, concepts, and beliefs**

**Short Essay (5 typed, double-spaced pages)**

Option A: How does a set of reading(s) we have discussed enlarge your understanding of a personal experience?

Option B: Use one or more of the concepts presented in class to analyze something you care about.

Option C: Review your first two assignments:

1. Reflect on their contributions to your understanding of policy.
2. How will these contributions inform your practice?
3. Relate your discussion to the literature we reviewed in class.

***Evaluation criteria:***

* Readable (well organized, concise, proofread for grammar, spelling, and punctuation errors)
* Demonstrates an understanding of the pertinent literature and uses it to analyze a particular policy or policy setting
* Uses concepts, arguments, and examples learned through reading, class discussion, or practice to derive analytic insight into a policy or policy setting
* Includes your insights and conclusions

**Suggestion #4:**

**An assignment that involves an Education Policy Autobiography**

**Short Essay (5 typed, double-spaced pages)**

Option A: For this assignment feel free to use visuals to accompany your writing. Visuals could include a photo collage, a video, or a single photo that is particularly meaningful and that you explain in writing. Consider the following questions:

1. What is a policy that had impact on your life as a student or educator?
2. Did you see it as a “good” or “bad” policy?
3. Why did this policy exist? (e.g., was in reaction to a tragedy? If you don’t know, feel free to speculate)
4. Who was involved in creating the policy?
5. Who benefitted from the policy? Who did not?
6. What assumptions were made in the policy?
7. How did you come to learn about the policy? (e.g., family, friends, media)
8. What alternative policies could have been introduced?
9. How do your subject positions or social locations influence how the policy affected you and your thoughts about it?

Option B: Show how your professional practice is framed by various, often conflicting, policies.

Option C: Think about a policy you would like to do research on. How is it connected to your policy autobiography? How might you use your policy autobiography to frame your policy study? How do you maintain a dialogue with people who have a similar policy autobiography, but a different viewpoint on the problem and the solution?

**Suggestion #5:**

**Negotiate an alternative assignment**

***Suggested Weights for Various Assignments***

***(Some Abbreviated Examples of Learning Contracts)***

**Please note: include proposed due date/s for all but the policy comparison (website) assignment in your learning contract.**

Option 1:

20% Policy comparison (website) assignment

40% Application essay (Suggestion #1)

40% Analysis essay (Suggestion #3)

## Option 2:

20% Policy comparison (website) assignment

80% Research paper (Suggestion #2)

## Option 3:

20% Policy comparison (website) assignment

40% Analysis essay (Suggestion #3, Option C)

40% Education policy autobiography (Suggestion #4, Option A)

## Option 4:

Negotiable

***Participation***

Everyone should come to class prepared to discuss the assigned readings. Class members will learn as much from the exchange of views inside the classroom as we will from analyzing the readings on our own. To enrich class discussion, students will be responsible for one **Synthesis-Response-Question (SRQ) piece.** The SRQ should be written as a narrative rather than a bulleted summary. Be sure to: (1) synthesize the reading in approximately one paragraph; (2) provide your response to the reading in one-half page (e.g., add a new idea or example, discuss a point you agree or disagree with and why, take up an idea that relates to your experience, discuss the implications for teaching, etc.); (3) pose critical questions about the reading that will enhance our understanding of course themes. Strong SRQs will illuminate the arguments being made by the author/s by drawing connections to previous class readings. The SRQ should fit on one page of paper (**font size 12; maximum 500 words**). Please email your SRQ to me no later than the Monday before the Wednesday that your reading is to be discussed in class. Normally, I will expect you to help to get going a small-group or class discussion based on your SRQ. Name your SRQ as: SRQ\_Author last name.Your Name.docx (e.g., SRQ\_Levinson.Deirdre Kelly.docx).

During the last week of the course, students will also briefly (maximum 10 minutes) present to the class an assignment for feedback and revision before turning in final drafts.

***Course Readings***

The readings are available free of charge as e-journal articles or e-book chapters through UBC library. Some book chapters will only be available through the Library Course Reserve section of the course shell in Canvas; available at: <http://lthub.ubc.ca/guides/canvas/>

***Detailed Schedule of Topics, Readings, & Activities***

**[September 4:](#class_01) Introduction. Metaphors of policy**

Optional:

Tight, Malcolm. (2013). Students: Customers, clients or pawns? *Higher Education Policy, 26*, 291-307. doi: 10.1057/hep.2013.2

Ramiel, Hemy. (2019). User or student: Constructing the subject in Edtech incubator. *Discourse: Studies in the Cultural Politics of Education, 40*(4), 487-499. doi: 10.1080/01596306.2017.1365694

**[September 11](#class_02): What is policy? Who makes policy?**

**Different approaches to understanding and researching policy**

Levinson, Bradley A., Winstead, Teresa, & Sutton, Margaret. (2018). Theoretical foundations for a critical anthropology of education policy. In Angelina E. Castagno & Teresa L. McCarty (Eds.), *The anthropology of education policy: Ethnographic inquiries into policy as a sociocultural process* (pp. 23-41). New York: Routledge. doi: 10.4324/9781315652238

Barnhardt, Ray, & Kawagley, Angayuqaq Oscar. (2008). Indigenous knowledge systems and education. In D. Coulter & J. R. Wiens (Eds.), *Why do we educate? Renewing the conversation: The 107th Yearbook of the National Society for the Study of Education* (pp. 224-242). Boston: Wiley-Blackwell.

Kimmerer, Robin Wall. (2013). Council of pecans. In *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants* (pp. 11-21). Minneapolis: Milkweed Editions.

Adhikary, Rino Wiseman, Lingard, Bob, & Hardy, Ian. (2018). A critical examination of *Teach for Bangladesh's* Facebook page: “Social-mediatization” of global education reforms in the "post-truth" era. *Journal of Education Policy, 33*(5), 632-661. doi: 10.1080/02680939.2018.1445294

Optional further readings:

Anyon, Jean. (2005). What “counts” as educational policy? Notes toward a new paradigm. *Harvard Educational Review, 75*(1), 65-88.

Koyama, Jill P., & Varenne, Hervé. (2012). Assembling and dissembling: Policy as productive play. *Educational Researcher, 41*(5), 157-162. doi: 10.3102/0013189X12442799

Lingard, Bob. (2009). Researching education policy in a globalized world: Theoretical and methodological considerations. *Yearbook of the National Society for the Study of Education, 108*(2), 226-246. doi: 10.1111/j.1744-7984.2009.01170.x

Taylor, Sandra. (1997). Critical policy analysis: Exploring contexts, texts and consequences. *Discourse: Studies in the Cultural Politics of Education, 18*(1), 23-35. doi: Available: 10.1080/0159630970180102

**[September 18:](#class_03) The construction of public problems.**

**Discourse analysis as a tool for social policy analysis**

Edelman, Murray. (1988). The construction and uses of social problems. In *Constructing the political spectacle* (pp. 12-36). Chicago: University of Chicago Press.

Excerpts from:

Gee, James P. (2014). *How to do discourse analysis: A toolkit* (2nd ed.). New York: Routledge. <e-book available at UBC>

Grammar Interlude #6: “The topics and themes tool” (pp. 71-75)

3.12: “The politics building tool” (pp. 124-129)

3.13: “Working with the politics building tool,” Problem 28 (pp. 129-131)

3.16: “Sign systems and knowledge building tool” (pp. 141-144)

3:17: “Working with the sign systems ... tool,” Problem 34 (pp. 146-148)

Janks, Hilary. (2005). Deconstruction and reconstruction: Diversity as a productive resource. *Discourse: Studies in the Cultural Politics of Education, 26*(1), 31-43. doi: 10.1080/01596300500040078

Janks, Hilary, with Dixon, Kerryn, Ferreira, Ana, Granville, Stella, & Newfield, Denise. (2014). Table 1.2: How operations of ideology work in texts. In *Doing critical literacy: Texts and activities for students and teachers* (p. 29). New York: Routledge.

Optional:

Bacchi, Carol. (2015). The turn to problematization: Political implications of contrasting interpretive and poststructural adaptations. *Open Journal of Political Science, 5*(1), 1-12. doi: 10.4236/ojps.2015.51001

**[September 25:](#class_04) Neoliberalism. Policy settlements. Governance frameworks.**

Connell, Raewyn. (2013). The neoliberal cascade and education: An essay on the market agenda and its consequences. *Critical Studies in Education, 54*(2), 99-112. doi: 10.1080/17508487.2013.776990

Rowlands, Julie, & Shaun, Rawolle. (2013). Neoliberalism is not a theory of everything: A Bourdieuian analysis of *illusio* in educational research. *Critical Studies in Education, 54*(3), 260-272. doi: 10.1080/17508487.2013.830631

Robertson, Susan L., & Dale, Roger. (2013). The social justice implications of privatisation in education governance frameworks: A relational account. *Oxford Review of Education, 39*(4), 426-445. doi: 10.1080/03054985.2013.820465

Optional further readings:

Brown, Wendy. (2016). Sacrificial citizenship: Neoliberalism, human capital, and austerity politics. *Constellations, 23*(1), 3-14. doi: 10.1111/1467-8675.12166

Stromquist, Nelly P. (2013). Education policies for gender equity: Probing into state responses. *Education Policy Analysis Archives, 21*(65), 1-28. doi: 10.14507/epaa.v21n65.2013

Windle, Joel. (2019). Neoliberalism, imperialism and conservatism: Tangled logics of educational inequality in the global South. *Discourse: Studies in the Cultural Politics of Education, 40*(2), 191-202. doi: 10.1080/01596306.2019.1569878

**[October 2:](#class_05) Democracy, culture, and the politics of difference**

Fraser, Nancy. (1990). Rethinking the public sphere: A contribution to the critique of actually existing democracy. *Social Text* (25/26), 56-80.

Benhabib, Seyla. (2008). "L'affaire du foulard" (the scarf affair). In D. Coulter & J. R. Wiens (Eds.), *Why do we educate? Renewing the conversation* (Vol. 1, pp. 100-111). Boston: Blackwell for the National Society for the Study of Education. doi : 10.1111/j.1744-7984.2008.00134.x/pdf

Optional further readings:

Kelly, Deirdre M. (2003). Practicing democracy in the margins of school: The Teen-Age Parents Program as feminist counterpublic. *American Educational Research Journal, 40*(1), 123-146. doi: 10.3102/00028312040001123

Kelly, Deirdre M. (2011). The public policy pedagogy of corporate and alternative news media. *Studies in Philosophy and Education, 30*(2), 185-198. doi: 10.1007/s11217-011-9222-2

**[October 9:](#class_06) Dimensions of social justice in education:**

**Participation, recognition, redistribution**

Young, Iris M. (2006). Taking the basic structure seriously. *Perspectives on Politics, 4*(1), 91-97. doi:10.1017/S1537592706060099

Young, Stella. (2014, April). Stella Young: I'm not your inspiration, thank you very much [Video file]. Retrieved from <http://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much>

Tom, Allison. (2015, October 7). Response to Stella Young's TED talk. Video to be posted on Canvas. < 9 min.>

Romanek, Mark. (Director). (2010). *Never let me go.* USA: DNA Films Film4. <film we will watch in class; 103 minutes>

Optional further reading:

Kelly, Deirdre. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. *Our Schools/Our Selves, 21*(2), 135-154. Available: <http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/1035333918/fulltextPDF?accountid=14656>

**[October 16](#class_07):** **Dimensions of social justice in education (continued):**

**Participation, recognition, redistribution—plus joy in education**

Fraser, Nancy. (2012). On justice: Lessons from Plato, Rawls and Ishiguro. *New Left Review, 74*, 41-51. Available: <http://ezproxy.library.ubc.ca/login?url=http://newleftreview.org/II/74/nancy-fraser-on-justice>

Griffiths, Morwenna. (2012). Why joy in education is an issue for socially just policies. *Journal of Education Policy, 27*(5), 655-670. doi:10.1080/02680939.2012.710019

Yenugun, Sami. (2015, June 13). A visit from Kendrick Lamar—The best day of school ever? Retrieved from <http://www.npr.org/sections/ed/2015/06/13/413966099/a-visit-from-kendrick-lamar-best-day-of-school-ever?utm_medium=RSS&utm_campaign=news> <video 6 min. 45 sec.>

**[October 23](#class_08): Aboriginal education policy**

Truth and Reconciliation Commission of Canada. (2015). Preface and Introduction plus Endnotes *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada* (pp. v-vi, 1-22, 440-443). Winnipeg, Manitoba: Truth and Reconciliation Commission of Canada.

Manuel, Arthur, & Derrickson, Ronald M. (2015). Institutionalizing a people: Indian school, Indian jail. In *Unsettling Canada: A national wake-up call* (pp. 22-32). Toronto: Between the Lines.

Regan, Paulette. (2010). Introduction. In *Unsettling the settler within: Indian residential schools, truth telling, and reconciliation in Canada* (pp. 1-18). Vancouver: UBC Press.

Optional:

Haig-Brown, Celia. (2011). Decolonizing diaspora: Whose traditional land are we on? In Ali A. Abdi (Ed.), *Decolonizing philosophies of education* (pp. 73-90). Rotterdam: Sense Publishers.

[**October 30**](#class_09)**: Gender justice policy in education**

Connell, Raewyn. (2010). Kartini's children: On the need for thinking gender and education together on a world scale. *Gender and Education, 22*(6), 603-615. doi: 10.1080/09540253.2010.519577

Jane, Emma A. (2017). Gendered cyberhate: A new digital divide? In Massimo Agnedda & Glenn W. Muschert (Eds.), *Theorizing digital divides* (pp. 186-198). London: Routledge.

Loutzenheiser, Lisa W. (2015). “Who are you calling a problem?”: Addressing transphobia and homophobia through school policy. *Critical Studies in Education, 56*(1), 99-115. doi: 10.1080/17508487.2015.990473

**[November 6:](#class_10) Policy alternatives: *Prefigurative practice*, *real utopias***

Assaf, Meshulam, & Apple, Michael W. (2018). The contradictions of a critically democratic school. In Michael W. Apple et al., *The struggle for democracy in education: Lessons from social realities* (chap. 2, pp. 1-21). New York: Routledge. doi: 10.4324/9781315194684

Gandin, Luis Armando, & Apple, Michael W. (2012). Can critical democracy last? Porto Alegre and the struggle over “thick” democracy in education. *Journal of Education Policy, 27*(5), 621-639. doi: 10.1080/02680939.2012.710017.

Hantzopoulos, Maria. (2015). Sites of liberation or sites of despair?: The challenges and possibilities of democratic education in an urban public school in New York City. *Anthropology & Education Quarterly, 46*(4), 345–362. doi:10.1111/aeq.12115.

Optional further reading:

Kelly, Deirdre M. (2014). Alternative learning contexts and the goals of democracy in education. *Teachers College Record, 116*(14), 383-410. Available: http://www.tcrecord.org.ezproxy.library.ubc.ca/library

**[November 13:](#class_11) Mediatization. Framing and counter-framing**

Supovitz, Jonathan, & Reinkordt, Elisabeth. (2017). Keep your eye on the metaphor: The framing of the Common Core on Twitter. *Education Policy Analysis Archives, 25*(30), 1-26. doi: 10.14507/epaa.25.2285

McCaskell, Tim. (2012). The politics of *common cause*: Using "values framing" to understand the battle over bullying in our schools. *Our Schools, Our Selves, 21*(4), 45-78.  
Available: <http://ezproxy.library.ubc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=86648596&site=ehost-live&scope=site>

Jiwani, Yasmin. (2011). Pedagogies of hope: Counter narratives and anti-disciplinary tactics. *Review of Education, Pedagogy, and Cultural Studies, 33*(4), 333-353. doi: 10.1080/10714413.2011.597646

Optional further reading:

Kelly, Deirdre M., & Arnold, Chrissie. (2016). Cyberbullying and Internet safety. In Barbara Guzzetti & Mellinee Lesley (Eds.), *Handbook of research on the societal impact of digital media* (pp. 529-559). Hershey, PA: IGI Global. <see esp. pp. 539-550>. doi: 10.4018/978-1-4666-8310-5.ch021 <e-book at UBC>

**[November 20:](#class_12) Policy activism: Who, what, where, how?**

***Everyone reads:***

Yeatman, Anna. (1998). Introduction. In A. Yeatman (Ed.), *Activism and the policy process* (pp. 1-15). St. Leonards, NSW Australia: Allen & Unwin.

Young, Iris M. (2001). Activist challenges to deliberative democracy. *Political theory, 29*(5), 670-690. doi: 10.1177/0090591701029005004

***Also, read one of the following for a jigsaw activity (to be assigned in class):***

Airton, Lee. (2018). The de/politicization of pronouns: Implications of the No Big Deal Campaign for gender-expansive educational policy and practice. *Gender and Education, 30*(6), 790-810. doi: 10.1080/09540253.2018.1483489

Hung, Cheng-Yu. (2019). The battle hymn of the activist teacher: Taiwanese school teachers’ resistance to curriculum changes. *Discourse: Studies in the Cultural Politics of Education, 40*(4), 573-586. doi: 10.1080/01596306.2017.1401589

Ishimaru, Ann M. (2018). Re-imagining turnaround: Families and communities leading educational justice. *Journal of Educational Administration and Foundations, 56*(5), 546-561. doi: 10.1108/JEA-01-2018-0013

Llewellyn, Jennifer, Demsey, Amanda, & Smith, Jillian. (2015). An unfamiliar justice story: Restorative justice and education: Reflections on Dalhousie's Facebook incident 2015. *Our Schools/ Our Selves, 25*(1), 43-56. Available: <http://search.ebscohost.com.ezproxy.library.ubc.ca/login.aspx?direct=true&db=eue&AN=111398969&site=ehost-live&scope=site>

Raibmon, Paige. (2019, September 28). How to talk about relations between Indigenous peoples and Europeans, *The Tyee*. Retrieved from https://thetyee.ca/Opinion/2018/09/28/Relations-Indigenous-Peoples-Europeans/

Rethinking Schools. (2016). *Climate justice resource kit* (pp. 1-19). Milwaukee, WI: Rethinking Schools. Retrieved from https://www.rethinkingschools.org/climate-justice-resource-kit.

Suzor, Nicolas, Dragiewicz, Molly, Harris, Bridget, Gillett, Rosalie, Burgess, Jean, & Van Geelen, Tess. (2019). Human rights by design: The responsibilities of social media platforms to address gender-based violence online. *Policy and Internet, 11*(1), 84-103. doi: 10.1002/poi3.185

Optional further reading:

Fine, Michelle, Ayala, Jennifer, & Zaal, Mayida. (2012). Public science and participatory policy development: Reclaiming policy as a democratic project. *Journal of Education Policy, 27*(5), 685-692. doi: 10.1080/02680939.2012.710023

**[November 27:](#class_13) Student presentations**

Details on format to be discussed in class.

*Suggested* ***[Online Resources](#weblistmention)*** *for Policy Comparison Assignment*

Please note: Websites are usually updated often; links therefore change, and sites are sometimes reorganized. So, take the following merely as possible starting points.

**Indigenous Peoples and Policy**

Assembly of First Nations

<http://www.afn.ca/>

United Nations Indigenous Social and Policy development

<https://www.un.org/development/desa/indigenouspeoples/>

<https://en.unesco.org/indigenous-peoples/un-policies>

Canadian Institute of Health Research: Aboriginal Ethics Policy Development

<http://www.cihr-irsc.gc.ca/e/29339.html>

National Inquiry into Missing and Murdered Indigenous Women and Girls

<https://www.mmiwg-ffada.ca/mandate/>

**NGO Affiliated Policy Studies Centres**

<http://www.centerwomenpolicy.org/>

Networks: <http://www.disabilitypolicycenter.org/index.htm>

**Higher Education**

BC Ministry of Advanced Education

<http://www.gov.bc.ca/aved/>

Universities Canada

<https://www.univcan.ca/>

Colleges & Institutes Canada (CICan)

<https://www.collegesinstitutes.ca/>

Canadian Association of University Teachers (CAUT)

<http://www.caut.ca/>

UNESCO Higher Education

<http://uis.unesco.org/en/topic/higher-education>

OECD Higher Education and Adult Learning

<http://www.oecd.org/education/skills-beyond-school/>

World Bank Tertiary Education

<https://www.worldbank.org/en/topic/tertiaryeducation>

**K-12 Education** [ongoing issues: school choice; professional standards; accountability; diversity or inclusion]

**British Columbia Ministry of Education**

<http://www.bced.gov.bc.ca/policy/policies/>

**BCTF**

<http://www.bctf.ca/IssuesInEducation.aspx>

**CCPA = Canadian Centre for Policy Alternatives** [Education Project; reports]

<http://www.policyalternatives.ca/>

**Fraser Institute**

<http://www.fraserinstitute.org/>

**BC Ministry of Education, Teacher Regulation Branch**  
<https://teacherregulation.gov.bc.ca/>

[links to “standards”, “teacher education”, “professional conduct”]

**BCPAC = British Columbia Confederation of Parent Advisory Councils**

[http://www.bccpac.bc.ca/](http://www.bccpac.bc.ca/resources/papers/BCCT_standards_apr09.04.pdf)

**Teacher Qualification Service**

[main site with links to full policy documents and press releases] <http://www.tqs.bc.ca/index.html>

**BCSTA = BC School Trustees Association**

<http://www.bcsta.org>

**Inclusion BC (formerly BCACL = BC Association for Community Living)**

<http://www.inclusionbc.org/>

**First Nations Education Steering Committee**

<http://www.fnesc.ca/>

***Pertinent UBC, EDST & Course Policies***

University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated, nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty, and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on[**the UBC Senate website**](https://senate.ubc.ca/policies-resources-support-student-success)**.**

EDST Graduate Course “Order of Marking Standards” Policy

*Marking Standards.*(http://www.edst.educ.ubc.ca/policies\_forms/grading.html)

|  |  |
| --- | --- |
| A+  (90-100%) | Reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below. |
| A  (85-89%) | A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor. |
| A-  (80-84%) | An A is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses. |
| B  (68-79%) | This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as: one or more significant errors in understanding, superficial representation or analysis of key concepts, absence of any special initiatives, or lack of coherent organization or explication of ideas. |
| C  (60-67%) | C level work is that which exhibits several of the problems mentioned in the description of B grades. The Faculty of Graduate Studies considers 60% as a minimum passing grade for graduate students. |

## Academic Honesty

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions, such as acknowledging the work of others. Please make sure that you acknowledge and cite the oral and written work of others in all your assignments. Not citing sources is considered plagiarism. The UBC Senate link cited above directs you to sections of the Academic Calendar that address policies and regulations related to academic honesty and standards and academic misconduct and plagiarism. The UBC Learning Commons also has an online resource guide on avoiding plagiarism; see [www.library.ubc.ca/home/plagiarism/](http://www.library.ubc.ca/home/plagiarism/) . If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

## Academic Accommodations for Students with Disabilities

To request academic accommodations due to a disability, before or at the start of the term, you should arrange to meet with an Accessibility Advisor at the Centre for Accessibility to determine what services or accommodations you are eligible for. If you have a letter from the Centre for Accessibility indicating that you have a disability that requires specific accommodations, please present the letter to me so that we can discuss the accommodations that you might need for class. You can find more information at: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

Religious Observances

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform me of any intended absences for religious observances in advance.

Copyright

Students should familiarize themselves with, and comply with, UBC’s Copyright Guidelines and applicable copyright laws. See: <http://copyright.ubc.ca>.