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

EDST 577, Section 081 (SCPE core course)

**Instructor**: Deirdre Kelly **Term**: Winter 1 (Sept.-Dec. 2020)

**Office**: PCOH 3039 **Time**: Wed., 4:30-6:30 pm PST + asynchronous

**Tel**: 604-822-3952 **Location**: Canvas and Zoom

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***Course Description***

Welcome to EDST 577, a core course in the Society, Culture and Politics in Education (SCPE) program. 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

***Course Format***

This is a seminar-style course, which comprises synchronous large and small group discussions via Zoom for up to 2 hours each week, plus online asynchronous discussions via Canvas (UBC’s online learning platform). Because this course is the first one for many students, including those enrolled in the Society, Culture, and Politics in Education (SCPE) M.Ed. program, I also plan to create a number of paired or small group activities where you can get to know each other better online.

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| SCHEDULE OF TOPICS AND DUE DATES |
| 0 | [Sept. 2-Sept. 8](#week_00) | Online introductions (part 1) and orientation |
| 1 | Wed. [Sept. 9](#week_01)  | Introductions (part 2); education [policy autobiography](#EPA_assign); metaphors of policy |
| 2 | Wed. [Sept. 16](#week_02) | What is policy? Who makes policy? Different approaches to understanding and researching policy |
| 3 | Wed. [Sept. 23](#Week_03) | The construction of public problems; discourse analysis |
| 4 | Wed. [Sept. 30](#Week_04) | Neoliberalism; policy settlements; governance frameworks |
| 5 | Wed. [Oct. 7](#week_05)  | Democracy, culture, and the politics of difference\*\* ***[education policy autobiography assignment due](#EPA_assign); post to Canvas*** \*\* |
| 6 | Wed. [Oct. 14](#week_06) | Dimensions of social justice in education |
| 7 | Wed. [Oct. 21](#week_07)  | Participation, recognition, redistribution—plus joy in education |
| 8 | Wed. [Oct. 28](#week_08)  | Indigenous education policy |
| 9 | Wed. [Nov.](#week_09) 4 | Gender justice policy in education**\*\*** ***[website policy comparison assignment due](#PCwebsite_detail); post to Canvas by class time* \*\*** |
| 10 | Wed. [Nov.11](#week_10) | Remembrance Day Policy alternatives: *Prefigurative practice*< *UBC closed; statutory holiday, so no class meeting on Zoom* > |
| 11 | Wed. [Nov. 18](#week_11) | Mediatization; framing and counter-framing; guest: Dr. Michelle Stack & Dr. Bathseba Opini |
| 12 | Wed. [Nov. 25](#week_12) | Policy activism: Who, what, where, how? |
| 13 | Wed. [Dec. 2](#week_13) | Student presentations (format TBD)\*\* ***[final assignment due](#otherassign) no later than Sunday, Dec. 6 by 5 p.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.

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| **GUIDELINES FOR ALL WRITTEN ASSIGNMENTS** |
| Please submit 12-point font Word documents. For referencing, please follow APA guidelines, either the [6th](https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_format.html) or [7th](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) edition. Name your document with your last name and short descriptor, as follows:* Education Policy Autobiography = EPA, Option # (e.g., *Kelly EPA Option A.docx*)
* Website Policy Comparison = WPC (e.g., *Kelly WPC.docx)*
* Final Essay = FE, Option # (e.g., *Kelly FE Option B.docx*)
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**Assignment #1:**[**Education Policy Autobiography**](#EPA_discuss) **(30% of final mark)**

**Short Essay (5 typed, double-spaced pages; maximum of 1,250 words)**

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? Both or neither?
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](https://www.youtube.com/watch?v=rLOeV3ba9GQ) or social locations or intersecting identities influence how the policy affected you and your thoughts about it?

Option B: Pick a classmate to work with. Arrange to interview each other, using the questions in Option A as a guide, being sure to take good notes. Write an education policy *biography* of your classmate. This will be *your* interpretation of their story, but I suggest you run a draft by them so they can check for accuracy; they retain the right to ask you to withhold or anonymize details they want confidential.

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

Option D: 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?

**Assignment #2:** **[Website Policy Comparison Assignment](#PCwebsite_due)**

**(35% of final mark)**

**Short Essay (5 typed, double-spaced pages; maximum of 1,250 words)**

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.

**Assignment #3:** [**Final Assignment**](#FinalAssign)**: (35% of final mark)**

**Short Essay (5 typed, double-spaced pages; maximum of 1,250 words)**

Use the final assignment to synthesize what you have learned in the course, either by (a) applying it to a policy document of your choosing or (b) analyzing and reflecting upon a set of readings, experiences, concepts, and beliefs. Below I offer a few options of each type of essay (an *application* of what you’ve learned or an *analysis and reflection*). Please feel free to improvise other variations. If you would like to demonstrate what you have learned using an alternative format, please talk to me and we can negotiate the details.

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 or an organization you have been involved with and analyze the policy as well as the responses to it from internal and external interest groups.

Option C: Examine an [existing or proposed UBC policy](https://academic.ubc.ca/support-resources/ubc-policies-guidelines), such as the *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: How does a set of reading(s) we have discussed enlarge your understanding of a personal experience?

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

Option F: 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.

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| **EVALUATION CRITERIA FOR ALL WRITTEN ASSIGNMENTS** |
| * 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
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***Participation***

Everyone should come to class prepared to discuss the assigned readings. Class members will learn as much from the exchange of views when we are together as we will from analyzing the readings on our own.

To enrich class discussion, each student 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 one paragraph;
2. provide your response to the reading in ½ 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 1 or 2 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 submit your SRQ to the Canvas assignment folder no later than the Sunday before the Wednesday that your reading is to be discussed in class. Usually, I will expect you to initiate 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).

When I signal to you via email that your SRQ is ready to share with the class, please also upload that version to Canvas (in the SRQ discussion forum).  You should do this no later than Tuesday. At this stage, the person assigned as your “**first responder**” (FR) will post their response ASAP, but no later than before class on Wednesday. The FR can comment on the SRQ and make a start on answering a question that the SRQ writer has posed; they may also pose their own question. I ask that the FR also submit their response to Canvas in the Assignments area.

To recap, each of you will be responsible for writing one SRQ and for being the first responder on another SRQ. The sign-up for both roles will be available on Canvas. Grading will be pass/fail.

On the last day of class, I will ask each student to give a very brief presentation on some aspect of their final written assignment in progress. Together, we will negotiate the format for this.

***Course Readings***

The readings are available free of charge as e-journal articles or e-book chapters through the Library Course Reserve section of the course shell in Canvas.

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

**[September 2-8](#class_00):** **Orientation and Online Introductions**

Post to the discussion thread “Getting to Know Each Other, Part 1”:

Please consider answering the following questions in your introduction:

* What expectations do you have, if any, for EDST 577?
* Where are you physically located at the moment?
* Whose traditional territories are you on? If unsure, go to this website to discover:
[native-land.ca](file:///C%3A%5CUsers%5Cdkelly%5CDocuments%5CCourses%5C577%20SCPE%5Cnative-land.ca)
* How should we refer to you in discussions (e.g., nickname, preferred personal pronouns)?
* What makes for a good learning experience for you?

Optional viewing:

Faculty of Arts, Aarhus University. (2017, April 10). *Gert Biesta: The future of professional judgement--evidence, competence or wisdom?* [Video]. YouTube. <https://www.youtube.com/watch?v=lzy9mn24n7k&feature=youtu.be>

Note: In this 30-minute talk, Biesta addresses such questions as: What counts *as* education? What counts *in* education? What counts as teaching? What is the scope for teachers’ professional judgment: can they think, judge, and act? Biesta’s answers provide a critical response to recent developments in educational policy and practice (e.g., evidence-based practice, bureaucratic forms of accountability) that he argues threaten the space for professional judgement in education.

**[September 9:](#class_01) Introduction. Policy autobiography. Metaphors of policy**

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

Optional background readings:

Mazawi, André Elias, & Stack, Michelle. (2020). Introduction: Course syllabi in faculties of education: Bodies of knowledge and their discontents. In André Elias Mazawi & Michelle Stack (Eds.), *Course syllabi in faculties of education: Bodies of knowledge and their discontents, international and comparative perspectives* (pp. 1-18). London: Bloomsbury.

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

After class: Post to the discussion thread “Getting to Know Each Other, Part 2”:

* Share a brief story involving an education (e.g., school, university) policy that either helped you or harmed you or had a mixed or complex impact on you. It might not have been an official, written “rule” but a longstanding practice or guideline (i.e., an unofficial, unwritten policy).

**[September 16](#class_02): What is policy? Who makes policy?**

 **Different approaches to understanding and researching policy**

Government of British Columbia. (2020, August 21):

Public school policies, from <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools>

What is policy? From <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy>

<skim school policies to get a sense of particular examples in light of the definition provided in “What is 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). Asters and goldenrod. In *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants* (pp. 39-47). Minneapolis: Milkweed Editions.

Kelly, Deirdre M. (2018, July 15). Positionality [Video]. *YouTube*. Retrieved from <https://www.youtube.com/watch?v=rLOeV3ba9GQ> <running time: 8 min. 20 sec.; transcript of video on Canvas>

Optional further readings:

Ahenakew, Cash. (2016). Grafting Indigenous ways of knowing onto non-Indigenous ways of being: The (underestimated) challenges of a decolonial imagination. *International Review of Qualitative Research, 9*(3), 323-340. doi: 10.1525/irqr.2016.9.3.323

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

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 23:](#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 further reading:

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 30:](#class_04) Neoliberalism. Policy settlements. Governance frameworks.**

BBC Ideas. (2019, July 31). *Neoliberalism: The story of a big economic bust up*. [Video]. YouTube. <https://youtu.be/DLtxUiwY6j8> <running time: 3 min. 45 sec.>

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 7:](#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 14:](#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

Examined Life. (2010, October 6). *Judith Butler & Sunaura Taylor* [Video]. YouTube. <https://youtu.be/k0HZaPkF6qE> <running time: 14 min. 23 sec.>

Young, Stella. (2014, April). *I'm not your inspiration, thank you very much* [Video]. TED Conferences. <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 is posted on Canvas in module for this week; running time 9 min.; transcript on Canvas>

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 21](#class_07):** **Dimensions of social justice in education (continued):**

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

Romanek, Mark. (Director). (2010). *Never let me go.* USA: DNA Films Film4. <film available for streaming; please watch on your own before class today; running time 103 min.>

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?* [Video]. NPR Ed. <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> <running time 6 min. 45 sec.>

**[October 28](#class_08): Indigenous 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.

Archibald, Jo-ann Q’um Q’um Xiiem. (2020). Embodying raven’s knowledge in Indigenous teacher education. In André Elias Mazawi & Michelle Stack (Eds.), *Course syllabi in faculties of education: Bodies of knowledge and their discontents, international and comparative perspectives* (pp. 71-85). London: Bloomsbury.

Gaudry, Adam, & Lorenz, Danielle. (2018). Indigenization as inclusion, reconciliation, and decolonization: Navigating the different visions for Indigenizing the Canadian academy. *AlterNative: An International Journal of Indigenous Peoples, 14*(3), 218-227. doi: 10.1177/1177180118785382

Optional further reading:

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

[**November 4**](#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.

Meyer, Elizabeth J., & Keenan, Harper. (2018). Can policies help schools affirm gender diversity? A policy archaeology of transgender-inclusive policies in California schools. *Gender and Education, 30*(6), 736-753. doi: 10.1080/09540253.2018.1483490

**[November 11:](#class_10) Policy alternatives: *Prefigurative practice*, *ambiguous utopias***

Meshulam, Assaf, & 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 18:](#class_11) Mediatization. Framing and counter-framing**

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

Stack, Michelle. (2020). Academic stars and university rankings in higher education: Impacts on policy and practice. *Policy Reviews in Higher Education, 4*(1), 4-24. doi: 10.1080/23322969.2019.1667859

Hailu, Meseret F., & Sarubbi, Molly. (2019). Student resistance movements in higher education: An analysis of the depiction of Black Lives Matter student protests in news media. *International Journal of Qualitative Studies in Education, 32*(9), 1108-1124. doi: 10.1080/09518398.2019.1645905

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>

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

**[November 25:](#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

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

**[December 2:](#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 Education, including Higher Education and Adult Learning

<http://www.oecd.org/education/>

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.*(https://edst-educ.sites.olt.ubc.ca/files/2013/05/Order-ofMarkingStandards-2013.pdf)

|  |  |
| --- | --- |
| 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>.