

Social Contexts of Educational Policy, Politics & Practice

EDST 577, Section 081 (SCPE core course)

Instructor: Leslie G. Roman, Professor **Term:** Winter 1 (Sept.-Dec. 2018)
Office: Ponderosa Commons 3001 **Time:** Wed. 4:30-7:30 p.m.
Tel: 604-822-9186 **Classroom:** PCOH 1003-every week
but last week of the term: PCOH 1008
Office hours: By appointment via email **E-mail:** leslie.roman@ubc.ca



Globalization is not a Starry Night-Acrylic on canvas ©Leslie G. Roman

Course Objectives

This course examines the relationships among educational policy, research, knowledge, and power relations as they affect educational practice and outcomes. Participants will examine how educational policies work through various theoretical frames or traditions with the aim of showing how each tradition would construct and deconstruct educational policy. These include critical/materialist, feminist, post-structural and anti-colonial or postcolonial frames, drawing on cultural studies both outside and within education. We use these frames to tease out what researchers mean when they say they use the authority of “policy” to make educational claims. Our approach will be to examine the claims of each tradition, well as to apply their tools and methods of analysis to specific policies. In this way, we shall be able to better understand the implicit assumptions of specific educational policies and they construct the knowledge/power

relation in society and in different educational contexts. We shall examine both the structural/material and discursive contexts of policy-making. How do specific policies articulate vested interests, audiences as well as policy-makers? How do they win our consent to particular notions of who is visible and counts and who is not? Who is voiceless or not heard? What common sense notions of social justice are written into particular ways of formulating policy?

How are categories such as “students”, “teachers”, “administrators,” the “wider public”, and etc. inscribed and articulated in policy?

We shall pay close attention to the claims that policy and research solve social and educational problems? If so, how? Are technical solutions and policies devoid of ethical and political implications? Why does the material/economic and social context of policy matter? Should policy-makers take policy as given or should they study the political, economic, cultural, and ideological bases of their construction? Drawing on the work of various cultural studies and educational scholars, we shall examine the making of policy and social subjects of education as specific concerns of official policy gaze and “moral panics”. We shall ask who counts as the “real” subjects of education by examining specific policy issues and case studies of policy in practice or as formalized statements. These shall include, among others: the gender equity debate, the “transphobia”, moral panics about youth as “drop outs”, and policy into practice debates on various anti-oppression pedagogies (e.g. antiracism, anti-heterosexism, feminist studies, postcolonial studies, critical disability studies, as well as various combinations of these traditions) in universities. Throughout, our focus shall be twofold: to determine the interests articulated in specific policies and policy-into-practice case studies and to ask how they serve or work against the interests of the least advantaged in specific educational contexts.

Texts for Book Review Final Assignment Option:

Rizvi, Fazal and Lingard, Robert (2009). *Globalizing Educational Policy Educational Policy*. Routledge: New York.

Kenway, Jane, Fahay, Johanna, Koh, Arraon, McCarthy, Cameron, and Rizvi, Fazal (2017). *Class Choreographies, Elite Schools and Globalization*. London: Palgrave MacMillan with Springer as e-book in the North America. Purchase as e-book or paperback on your own.

Nichols, Tom (2017). *The Death of Expertise: The Campaign Against Established Knowledge and Why It Matters*. Oxford: Oxford University Press.

SCHEDULE OF TOPICS AND DUE DATES		
1	Sept. 5	Introduction; metaphors of policy
2	Sept. 12	What is policy? Who makes policy? Different approaches to understanding and researching policy
3	Sept. 19	The construction of public problems; moral panics in education, discourse analysis as a tool for social policy

4	Sept. 26	Governance frameworks; policy settlements; neoliberalism
5	Oct. 3	Democracy, culture, and the politics of difference
6	Oct. 10	Dimensions of social justice in education
7	Oct. 17	Participation, recognition, redistribution
8	Oct. 24	Indigenous education policy
9	Oct. 31	Gender equality policy in education/disability and missing intersections
10	Nov. 7	Justice, Difference and Unruly Bodies: What do we mean when we say 'inclusive education'? Case Study A: First Nations and the Legacies of Colonialism
11	Nov.14	Case Study B: What are the Legacies of Eugenics and Colonialism in Canadian Education? The Official and Unofficial Texts of the Woodlands School
12	Nov. 21	The Marketization of International Students and the Contested Meanings of 'Global Citizenship'
13	Nov. 28	Pedagogies of Hope and Dissent ** <u>Final assignment/s due</u> no later than Dec. 1st by noon. Must be emailed and must be virus-scanned **

Course Assignments & Evaluation

A. Class Participation

Every student 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. Each student will take responsibility for leading one class discussion and a related group activity during the term. See * for guidelines of critiques of readings and leading class seminars.

Evaluation criteria:

1. Did you read the assigned material and come to class having attempted to synthesize the readings, to identify concepts you didn't understand, to pinpoint where the author(s) seemed confused?
2. Did you attempt to contribute to class discussion in a way that enhanced our understanding of the readings? (Measure yourself against your usual inclination for "speaking up," not against how much you talked in relation to how much other people talked.)
3. Did you make an effort to speak?
4. Did you avoid dominating discussion?
5. Did you deal respectfully with others' questions, confusion, and discussion priorities?
6. Did you use class discussion (regardless of whether you spoke) as an opportunity to expand your understanding of the topics at hand?

7. Did you attend all classes and provide a medical note for classes missed due to illness?

B.Seminar Session Leading

Requirements for Leading Seminar Session: Discuss the readings for the day, summarizing and critiquing the author's thesis, assumptions, methods, evidence, conclusions and implications. What intrigued you? You should sign up to lead a seminar s discussion of a week's readings until all have had their turn. We will not begin this process until week four. This discussion should last for 1.5-2 hours with time to debrief with your classmates as part of the maximum two hours. Please take on the following tasks in a creative fashion. Summarize the authors' theses, main arguments, (evidence and methods if the piece is empirical or key concepts central to the author's the arguments if the article is theoretical) assumptions, conclusions and implications for educational policy and practice. You will facilitate a means by which your fellow classmates may closely read and query the readings using discussion questions. You cannot focus well on all the readings at once, so I encourage you to draw the big picture first, linking their differences or commonalities and then, focus on those readings you consider crucial to reading against-the-grain. You may if you work in pairs, divide up the presentation of the readings. But you need to have read all the readings to draw together what they hold in common or not.

What conceptions of the 'public good' and education underlie the assumptions of the author(s)? How do the readings compare and contrast with one another? How may your classmates work through any of the contentious challenges posed by the readings?

Effective Seminar Leading Will Accomplish the Following:

Stimulate rich discussion; raise provocative questions, outline conceptual differences or similarities among and between readings and authors; discuss the implications of particular lines of thinking for education; moderate the discussion in an encouraging way that allows no one person to dominate and all to express different points of view; use clear visual and auditory pedagogical materials (e.g. power points that can be read or overheads that are clear; consider the audience, for example, do any of the students have disabilities that need to be accommodated by the mode of class presentation and discussion?); accurately summarize the thesis, evidence, methods, conceptual differences, etc. among the readings and finally, stimulate further thought and discussion in the class.

Class seminars should follow the example of discussing readings in the format below, using the same guidelines for critiques with facilitated discussion of specific policy frames or uses of policy.

Questions to guide your study of the readings for both the seminar leading and critiques:

1. **Thesis:** Summarize the author's thesis. What is the author's main argument or point?
2. **Assumptions:** What is the author's main set of assumptions about what counts as "citizenship" or "social justice" operating implicitly or explicitly in the text?
3. **Ideological Perspective:** Often the author's ideological perspective can be gleaned from her/his/their assumptions in light of the evidence and methods. What is the author's ideological perspective (conservative, liberal, radical or a mix, depending on the issue under discussion)?
4. **Key concepts/Evidence/Methods:** What type(s) of evidence does the author present? Does the evidence support the author's conclusions? What methods do they use to support their arguments? If the argument is theoretical and not empirical, what key concepts guide it? Do the concepts, methods suit the policy problem or issue under study?

5. **Implications and Conclusions:** Summarize the author's conclusions and the significance of the work. What significance does the reading have for policy or practice?
6. **Comment/Reaction:** Briefly evaluate or comment on the reading. For example: What was your reaction to the reading? Were there themes with which you agreed or disagreed? Why? Were there points or concepts you did not understand? Did the author ignore or downplay a point you felt was relevant and important?
7. **No more than one page double-spaced.**

Final Assignment Options: Choose one that suits your needs and interests.

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

A. Research Paper (10-12-word processed, double-spaced pages, 12 POINT FONT).

You may draw on your own multiple and often contradictory locations and experiences to situate and analyze a particular educational policy or approach to policy deconstruction and analysis. A). For example, then you may draw on your own experience as a gendered, racialized, classed, sexually-identified/oriented subject or person with a disability, reflect on an educational policy that interests you. Analyze what you learned and then reflect upon the new questions that arose from your inquiry, noting how your experience tests, challenges or confirms some aspect of a critical approach to policy analysis. B). Alternatively, critique the policy literature or one of the frameworks for deconstructing policy in the course, drawing synthetically on the literature in relation to a concrete context of policy use that demonstrates the weaknesses and/or strengths of the particular policy analysis approach under discussion.

Evaluation criteria for all final assignments:

1. easy to read (well organized, concise, proofread for grammar, spelling, and punctuation errors);
2. uses consistent APA Style; references are properly noted, etc.
3. demonstrates an understanding of the pertinent literature and/or policy or the pertinent literature in relation to the policy;
4. discusses aspects of the social context relevant to the policy issue under scrutiny;
5. uses concepts, arguments, and examples learned through reading, class discussion, or practice;
6. includes your insights and conclusions.

B. An assignment that allows you to analyze and critique one book in the area of policy:

One critical book review: (10 typed, double-spaced pages, 12 point font) chosen only from the listed books on the syllabus under book review section.

Example: How does the book you have chosen to review enlarge your understanding of a social experience affected by or involved in the use or application of a policy? Using the same guidelines for doing critiques of the readings in an essay format, elaborate the author's thesis, assumptions, ideological perspective, key concepts, methods or evidence, conclusions and implications for educational policy, meaning of the public good or educational practice.

Expand on and identify the strengths and weaknesses in the book chosen. What you think has been rightfully included or excluded?

C. A small scale policy critical review—an assignment that allows you hone your critique of policy.

One policy critical review of 10-12 double-spaced pages) chosen from one of suggested online resources or one of your choosing:

Your policy review/critique should answer these queries. Example: How does the chosen policy imagine or construct a social problem? What public does it imagine as its audience? Which publics are unseen by virtue of the policy's exclusions, discourses, assumptions? Who might resonate with the official narrative of the policy? Who might feel or objectively be excluded from the policy?

NOTE: You may work together on the final assignment with other members of the class. If you elect to do this, you will receive a group mark. Your topic must be approved in advance by the instructor.

Option A:	Option C:
Participation: 10 %	Participation: 10%
2 critiques of required readings: 20%*	2 critiques of required readings: 20%*
Seminar Leading: 20% (group or individual mark)	Seminar Leading: 20% (group or individual mark)
Research paper: 50%	Policy Critical Review: 50%
Total: 100%	Total: 100%
Option: B:	
Participation: 10%	
2 critiques of required readings*: 20%	
Seminar Leading: 20% (group or individual mark)	
Book Review: 50%	
Total: 100%	

NB:*Critiques of required readings must be other than those covered in the seminar leading session you chose and should follow the guidelines shown on the syllabus.

Course Readings

The readings are available free of charge as e-journal articles or e-book chapters through UBC library. I have embedded direct links in the course outline to many electronic items. If those links do not work, you may find them via searching the authors' and the articles names in UBC library or Google scholar.

Note: for the DOI links to work, you will need to be logged in to UBC library via your CWL.

Detailed Schedule of Topics, Readings, & Activities

September 5: Introduction. Metaphors of policy

Doreen Massey (PDF sent by Instructor). "Vocabularies of the Economy", Soundings, 9-22.

Optional:

Weaver-Hightower, Marcus. (2008). An ecology metaphor for educational policy analysis: A call to complexity. *Educational Researcher*, 37(3), 153-167. doi:10.3102/0013189X08318050 Available:
<http://ezproxy.library.ubc.ca/login?url=http://edr.sagepub.com/content/37/3/153.full.pdf+html>

September 12: **What is policy? Who makes policy?**
Different approaches to understanding and researching policy

Levinson, Bradley A. U., Sutton, Margaret, & Winstead, Teresa. (2009). Education policy as a practice of power: Theoretical tools, ethnographic methods, democratic options. *Educational Policy*, 23(6), 767-795. doi: 10.1177/0895904808320676 Available:
<http://epx.sagepub.com.ezproxy.library.ubc.ca/content/23/6/767.full.pdf+html>

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. Available:
<http://ezproxy.library.ubc.ca/login?url=http://onlinelibrary.wiley.com/doi/10.1002/9781444307214.ch16/pdf>

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 Available:
<http://ezproxy.library.ubc.ca/login?url=http://onlinelibrary.wiley.com/doi/10.1111/j.1744-7984.2009.01170.x/pdf>

Optional further readings:

Anyon, Jean. (2005). What “counts” as educational policy? Notes toward a new paradigm. *Harvard Educational Review*, 75(1), 65-88. Available: <https://doi-org.ezproxy.library.ubc.ca/10.17763/haer.75.1.g1q5k721220ku176>

Koyama, Jill P., & Varenne, Hervé. (2012). Assembling and disassembling: Policy as productive play. *Educational Researcher*, 41(5), 157-162. [https://doi: 10.3102/0013189X12442799](https://doi:10.3102/0013189X12442799). Available: <http://edr.sagepub.com.ezproxy.library.ubc.ca/content/41/5/157.full.pdf+html>

Taylor, Sandra. (1997). Critical policy analysis: Exploring contexts, texts and consequences. *Discourse: Studies in the Cultural Politics of Education*, 18(1), 23-35. Available:
<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/0159630970180102>

September 19: **The construction of public problems: Moral Panics in Education**
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. Available:
http://sciencepolicy.colorado.edu/students/envs_5720/edelman_1988_CH2.pdf

Roman, Leslie G. (1996). *Spectacle in the Dark: Youth as Transgression, Display and*

Transgression, *Educational Theory*, 1996, 1-22. Available:

<http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/j.1741-5446.1996.00001.x/abstract;jsessionid=648B8F08BBF0136A20165DACAD0B97A1.f03t01>

Optional Further Readings:

Gee, James P. (2014). *How to do discourse analysis: A toolkit* (2nd ed.). New York: Routledge. Grammar Interlude #6: "The topics and themes tool" (pp. 71-75)

1.12: "The politics building tool" (pp. 124-129)

1.16: "Sign systems and knowledge building tool" (pp. 141-148)

Available:

<http://www.ubc.ebib.com.ezproxy.library.ubc.ca/patron/FullRecord.aspx?p=1600495>

September 26: Governance frameworks. Policy settlements. Neoliberalism.

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 Available:

<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/03054985.2013.820465>

Larner, Wendy. (2000) Neoliberalism: Policy, ideology, governmentality. *Studies in Political Economy*, 63, 5-25. Available:

<http://spe.library.utoronto.ca/index.php/spe/article/view/6724>

Hall, Stuart, & Massey, Doreen. (2012). Interpreting the crisis. In J. Rutherford & S. Davison (Eds.), *The neoliberal crisis* (pp. 55-69). London: Soundings/Lawrence & Wishart.

Available: https://www.lwbooks.co.uk/sites/default/files/s44_06hall_massey.pdf

Optional further readings:

Brown, Wendy. (2003). Neo-liberalism and the end of liberal democracy. *Theory and Event*, 7(1). Available:

http://ezproxy.library.ubc.ca/login?url=http://muse.jhu.edu/journals/theory_and_event/v007/7.1brown.html

Centeno, Miguel A., & Cohen, Joseph N. (2012). The arc of neoliberalism. *Annual Review of Sociology*, 38, 317-340. doi:10.1146/annurev-soc-081309-150235

Pykett, Jessica. (2009). Personalization and de-schooling: Uncommon trajectories in contemporary education policy. *Critical Social Policy*, 29(3), 374-397.

doi:10.1177/0261018309105176 Available:

<http://ezproxy.library.ubc.ca/login?url=http://csp.sagepub.com/content/29/3/374.full.pdf+html>

October 3: Globalization, Secular Humanism and Democracy

Fraser, Nancy. (1990). Rethinking the public sphere: A contribution to the critique of actually

existing democracy. *Social Text* (25/26), 56-80. Available:

<http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/pdfplus/466240.pdf>

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. Available:

<http://ezproxy.library.ubc.ca/login?url=http://onlinelibrary.wiley.com/doi/10.1111/j.1744-7984.2008.00134.x/pdf>

Optional further readings:

Roman, Leslie G. (2006). This earthly world: Edward Said, the praxis of secular humanisms and situated cosmopolitanisms. *Discourse: Studies in the Cultural Politics of Education*. Vol. 27 (3), 357-368. Available: <http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/01596300600838827>

<http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/01596300600838827>

October 10: Disability--Unseen and Seen dimensions of social justice in education: Participation, recognition, redistribution, intersectional analysis

Roman, Leslie G., and Sam Eldridge. (2017) "O Canada" or "Freedom Road"?: Shoal Lake 40's Mirror on Global Northern Disability Studies and Public Pedagogies. In Loeser, C., Crowley, V. and Pini, B. (Eds) *Disability and Masculinities: Corporeality, Pedagogy and the Critique of Otherness* (pp. 3-43). Palgrave Macmillan: London. Available:

https://link-springer-com.ezproxy.library.ubc.ca/chapter/10.1057/978-1-137-53477-4_1

Young, S. (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

Leslie McCall, The Complexity of Intersectionality, *Signs: Journal of Women in Culture and Society*, vol. 30(3). Available:

http://www.jstor.org.ezproxy.library.ubc.ca/stable/10.1086/426800?pq-origsite=summon&seq=1#page_scan_tab_contents

October 17: 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 Available:

<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/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](https://www.youtube.com/watch?v=lazUV7PEw7w) <video 6 min. 45 sec.>

October 24: Indigenous education policy

Sandiford, Mark. (Writer). (2006). Qallunaat! Why white people are funny. In Beachwalker Films (Producer). Canada: National Film Board of Canada. Will be shown in class.

<https://www.youtube.com/watch?v=lazUV7PEw7w>

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. Available:

<http://irqr.ucpress.edu.ezproxy.library.ubc.ca/content/9/3/323>

Optional Reading:

Tuck, Eve. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-427. Available: [https://doi-](https://doi-org.ezproxy.library.ubc.ca/10.17763/haer.79.3.n0016675661t3n15)

[org.ezproxy.library.ubc.ca/10.17763/haer.79.3.n0016675661t3n15](https://doi-org.ezproxy.library.ubc.ca/10.17763/haer.79.3.n0016675661t3n15)

St. Denis, Verna. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317. Available:

<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/10714413.2011.597638>

Oct. 31st: Gender spectrum Equality 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. Available:

<http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/09540253.2010.519577>

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 Available:

<http://dx.doi.org.ezproxy.library.ubc.ca/10.1080/17508487.2015.990473>

**November 7: Justice, Difference and Unruly Bodies:
What do mean when we say ‘inclusive education’?**

Case Study A: First Nations and the Legacies of Colonialism

Amy Salmon (Spring/Summer, 2004). It Takes a Community: Constructing Aboriginal Mothers and Children with FAS/FAE as Objects of Moral Panic in/through a FAS/FAE *Prevention Journal of the Association for Research on Mothering* (Vol. 6 No. 1). Special Issue, Mothering, Law, Politics, and Public Policy. Available:

<http://jarm.journals.yorku.ca/index.php/jarm/article/view/4889/4083>

Vandu Women’s Clinic Action for Empowerment (2009) “Me: I’m Living it”: The Primary Health Care Experiences of Women who Use Drugs in Vancouver’s Downtown Eastside. Available:

http://bccewh.bc.ca/wp-content/uploads/2012/05/2009_Me-Im-Living-It.pdf

**November 14: Justice, Difference and Unruly Bodies:
What do mean when we say ‘inclusive education’ (continued)?**

Case Study B--What are the Legacies of Eugenics and Colonialism in Canada in Education: Official and Unofficial Texts of the Woodlands?

Darcie McCallum (2001). The Need to Know: Woodlands School Report: An Administrative Review. Submitted to the Ministry of Children and Family Development, Provincial Government of British Columbia, August, 2001, pp. 1-37. Darcie McCallum is the former B.C. ombudsman, appointed to the write the Administrative Review of Woodlands. All must read. Available: http://www.inclusionbc.org/sites/default/files/The_Need_to_Know.pdf

Woodlands Parents’ Action Group (2003). “Having a Choice: A Response to the ‘Need to Know Report’”, May 6, 2003, pp. 1-7. Available: http://www.inclusionbc.org/sites/default/files/having_a_choice_response_report.pdf

BC Self Advocacy Foundation (2003). Former Residents of Woodlands Respond to “The Need to Know Report”, pp. 1-20. Available: http://www.inclusionbc.org/sites/default/files/Need_to_make_amends.pdf

DVD: Inside/out, British Columbia Association for Community Living, Vancouver, B.C. in conjunction with Lorna Boschman & Big B Productions.

Optional further readings:

Roman Leslie G., Brown Sheena, Noble Steven, Wainer Rafael & Young Alannah E. (2009). No Time for Nostalgia!: Asylum-making, Medicalized Colonialism in British Columbia (1859–97) and Artistic Praxis for Social Transformation. *International Journal of Qualitative Studies in Education* 22(1), 17–63. Available: <http://www.tandfonline.com.ezproxy.library.ubc.ca/doi/abs/10.1080/09518390802581919>

November 21: The Marketization of International Students and the Contested Meanings of ‘Global Citizenship’

Fazal Rizvi and Bob Lingard (2010) Mobility and Policy Dilemmas (chapter 8). In *Globalizing Education Policy*. New York: NY. Routledge. Available: UBC library ebook <http://ebookcentral.proquest.com/lib/ubc/reader.action?docID=465373&ppg=174>

Singh, Michael. (2005). Enabling Transnational Learning Communities: Policies, Pedagogies, and Politics of Educational Power. In P. Ninnes & M. Hellstén (Ed.) *Internationalizing Higher Education: Critical Perspectives for Critical Times*. Hong Kong: Kluwer. Available: <https://link-springer-com.ezproxy.library.ubc.ca/book/10.1007%2F1-4020-3784-8>

Optional further readings:

Roman, Leslie G. (2003) The contested meanings of ‘global citizenship’. *Journal of Educational Change* 4(3). 269–293. Available: <https://link-springer-com.ezproxy.library.ubc.ca/article/10.1023%2FB%3AJEDU.0000006164.09544.ac>

Bullen, Elizabeth and Kenway, Jane. (2003). Real or Imagined Women? Staff Representations of International Postgraduate Students. *Discourse: Studies in the Cultural Politics of*

Education, 24(1): 35-50. Available: <http://www-tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/01596300303027>

November 28: Pedagogies of Hope and Dissent

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. Available: <http://dx.doi.org.ezproxy.library.ubc.ca/10.1080/10714413.2011.597646>

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. Available: <http://dx.doi.org.ezproxy.library.ubc.ca/10.1080/02680939.2012.710023>

Optional further readings:

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>

Polster, Claire. (2015). University administration and faculty discontents: Generating a more effective response. *Our Schools/Our Selves*, 25(1), 135-148. Available: <http://search.ebscohost.com.ezproxy.library.ubc.ca/login.aspx?direct=true&db=eue&AN=111398975&site=ehost-live&scope=site>

Rezai-Rashti, Goli, & McCarthy, Cameron. (2008). Race, text, and the politics of official knowledge: A critical investigation of a social science textbook in Ontario. *Discourse: Studies in the Cultural Politics of Education*, 29(4), 527-540. Available: <http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/01596300802410243>

Smith, Miriam. (2004). Questioning heteronormativity: Lesbian and gay challenges to education practice in British Columbia, Canada. *Social Movement Studies*, 3(2), 131-145. Available: <http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/1474283042000266092>

Stewart, Christine. (2008). Taking action on Aboriginal issues within the British Columbia Teachers' Federation. *Our Schools / Our Selves*, 18 (1), pp. 19-28. Available: <http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/204862640?accountid=14656>

Templeton, Robin, & Dohrn, Bernardine. (2010). Activist interventions: Community organizing against "zero tolerance" policies. In J. A. Sandlin, B. D. Schultz & J. Burdick (Eds.), *Handbook of public pedagogy: Education and learning beyond schooling* (pp. 420-433). New York: Routledge. Available: <http://www.ubc.ebib.com.ezproxy.library.ubc.ca/patron/FullRecord.aspx?p=465312>

Suggested Online Resources for Policy Review 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/>

Canadian Institute of Health Research: Aboriginal Ethics Policy Development

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

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/>

Association of Universities and Colleges of Canada (AUCC), policy issues

<http://www.aucc.ca>

Association of Canadian Community Colleges

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

Canadian Association of University Teachers (CAUT)

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

UNESCO Higher Education

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

OECD Higher Education and Adult Learning

http://www.oecd.org/topic/0,3373,en_2649_39263238_1_1_1_1_37455,00.html

World Bank Tertiary Education

<http://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

www.bcteacherregulation.ca

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

BCPAC = British Columbia Confederation of Parent Advisory Councils

<http://www.bccpac.bc.ca/resources>

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/>

BC Ministry of Education list of Education Advisory Council Member and Other websites:

<http://www.bced.gov.bc.ca/relatedsites.htm#eac>

Pertinent UBC, EDST & Course Policies

EDST Graduate Course Grading Policy

Marking Standards. (http://www.edst.educ.ubc.ca/policies_forms/grading.html)

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. You should be aware of the sections of the University Calendar that address policies and regulations related to academic honesty and standards -- <http://students.ubc.ca/calendar/> -- and academic misconduct and plagiarism -- <http://vpacademic.ubc.ca/academic-integrity/>. The UBC library also has a useful web-based Plagiarism Resource Centre that explains what plagiarism is and how to avoid it; see 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 Access & Diversity Office advisor to determine the accommodations for which you are eligible. If you have a letter from the Access & Diversity Office 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: <http://www.students.bc.ca/access/disability-services/>.

Religious Observations.

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 the instructor of any intended absences for religious observances in advance.

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