Social Contexts of Educational Policy, Politics & Practice
EDST 577, Section 081 (SCPE core course)

Instructor: Deirdre Kelly   **Term**:   Winter 1 (Sept. 8-Dec. 1, 2021)
Office: PCOH 3039   **Time**:   Wed., 4:30-7:30 pm PST
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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, addressing persistent inequalities, 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 will typically meet on campus face-to-face. Most lectures will be recorded on Zoom and available for viewing on Canvas. For further information, see section below, Policies and Procedures Related to COVID-19 Safety. In-class large and small group discussions will be supplemented with 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.

SCHEDULE OF TOPICS AND DUE DATES		
0	Sept. 1-Sept. 7	Online introductions (part 1) and orientation
1	Wed. Sept. 8	Introductions (part 2); education policy autobiography; metaphors of policy
2	Wed. Sept. 15	What is policy? Who makes policy? Different approaches to understanding and researching policy
3	Wed. Sept. 22	The construction of public problems; discourse analysis
4	Wed. Sept. 29	Neoliberalism; policy settlements; governance frameworks
5	Wed. Oct. 6	Democracy, the public sphere, and the politics of difference ** *education policy autobiography assignment due; post to Canvas* **
6	Wed. Oct. 13	Dimensions of social justice in education
7	Wed. Oct. 20	Participation, recognition, redistribution—plus joy in education
8	Wed. Oct. 27	Indigenous education policy
9	Wed. Nov. 3	Gender justice policy in education ** *website policy comparison assignment due; post to Canvas* **
10	Wed. Nov.10	Midterm break (Nov. 10-12): No classes for graduate students **Optional** asynchronous unit on Canvas only: Policy alternatives: Prefigurative practice, ambiguous utopias
11	Wed. Nov. 17	Mediatization; framing and counter-framing
12	Wed. Nov. 24	Policy activism: Who, what, where, how?
13	Wed. Dec. 1	Student presentations (format TBD) ** *final assignment due no later than Sunday, Dec. 5 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.

GUIDELINES FOR ALL WRITTEN ASSIGNMENTS
Please submit 12-point font Word documents. For referencing, please follow APA guidelines, either the 6th or 7th 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*)

Assignment #1: [Education Policy Autobiography](#) (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](#) 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](#)
(35% of final mark)
Short Essay (5 typed, double-spaced pages; maximum of 1,250 words)

Either from [the list of suggested websites](#) 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.

I encourage you to focus your analysis by drawing from your relevant sociocultural knowledge as well as any technical or arts-based competencies you may have. Ultimately, however, remember that this assignment is designed to help you to (a) synthesize what you have learned in the course to date and (b) experience firsthand a mini-inquiry or research project. Because many websites are composed of images, texts, music, and other sounds and include hyperlinks, you may find it useful to think about Pauwels' (2012) Multimodal Framework for Analyzing Websites, particularly what he calls Phase 4 and Phase 5 (see Figure 1 on p. 252 for a summary of his model). For further detail, see:

Pauwels, Luc. (2012). A multimodal framework for analyzing websites as cultural expressions. *Journal of Computer-Mediated Communication, 17*(3), 247-265. doi: 10.1111/j.1083-6101.2012.01572.x

Assignment #3: Final Assignment (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 postsecondary institution; 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 such international organizations as the World Bank (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, 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.

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

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 done in class, then posted 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 Online Course Reserve (LOCR) section of the course shell in Canvas.

Detailed Schedule of Topics, Readings, & Activities

September 1-7   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
- How should we refer to you in discussions (e.g., nickname, personal pronouns)?
- What makes for a good learning experience for you?
- What is a fun fact about 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 8:   Introduction. Education 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 15:   What is policy? Who makes policy?
Different approaches to understanding and researching policy

Government of British Columbia. (2021, July 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

Lingard, Bob. (2021). The changing and complex entanglements of research and policy making in education: Issues for environmental and sustainability education. *Environmental Education Research, 27*(4), 498-512. doi: 10.1080/13504622.2020.1752625

Simpson, Leanne Betasamosake. (2017). Land as pedagogy. In *As we have always done: Indigenous freedom through radical resistance* (pp. 145-173, plus chapter notes on pp. 270-274). Minneapolis: University of Minnesota Press.

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.

Barnhardt, Ray, & Kawagley, Angayuqaq Oscar. (2008). Indigenous knowledge systems and education. In David Coulter & John 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 Publishing Ltd.

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

September 22: **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.

Bacchi, Carol, & Goodwin, Susan. (2016). Problematizing, problematizations, self-problematization. In *Poststructural policy analysis: A guide to practice* (pp. 38-41). New York: Palgrave Macmillan.

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:
Farley, Amy N., Leonardi, Bethy, & Donnor, Jamel K. (2021). Perpetuating inequalities: The role of political distraction in education policy. *Educational Policy, 35*(2), 163–179. doi: 10.1177/0895904820987992

September 29:   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 6:   **Democracy, the public sphere, 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.

Barras, Amelie, Selby, Jennifer A., & Beaman, Lori G. (2018). Rethinking Canadian discourses of "reasonable accommodation". *Social Inclusion, 6*(2), 162-172. doi: 10.17645/si.v6i2.1443

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 13:   **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: https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2012/02/osos106_Teaching_Social_Justice.pdf

October 20:   **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.>

Optional further reading:
Garland-Thomson, Rosemarie. (2017). Eugenic world building and disability: The strange world of Kazuo Ishiguro's *Never Let Me Go. Journal of Medical Humanities, 38*, 133-145. doi: 10.1007/s10912-015-9368-y

October 27:   **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.

Lafferty, Katłįà (Catherine). (2021, June 21). Story by story, Canada's news media built Indigenous oppression. *The Tyee*. Retrieved from https://thetyee.ca/Analysis/2021/06/21/Story-By-Story-Canada-News-Media-Built-Indigenous-Oppression/?utm_source=daily&utm_medium=email&utm_campaign=210621

Kerr, Jeannie, & Parent, Amy. (2018). The First Peoples Principles of Learning in teacher education: Responding to the Truth and Reconciliation Commission's calls to action. *Canadian Journal of Native Education, 40*(1), 36-53.

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 3:   **Gender justice policy in education**

Everyone reads:

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

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

In class, you will sign up to read one of the following:

Richardson-Self, Louise. (2017). Woman-hating: On misogyny, sexism, and hate speech. *Hypatia, 33*(2), 256-272. doi: 10.1111/hypa.12398

Colpitts, Emily M. (2021). "Not even close to enough": Sexual violence, intersectionality, and the neoliberal university. *Gender & Education, online first*, 1-17. doi: 10.1080/09540253.2021.1924362

Wilmot, Jennifer M., Migliarini, Valentina, & Annamma, Subini Ancy. (2021). Policy as punishment and distraction: The double helix of racialized sexual harassment of Black girls. *Educational Policy, 35*(2), 347-367. doi: 10.1177/0895904820984467

November 10:   **Policy alternatives: Prefigurative practice, ambiguous utopias**
Note: this module is optional, because it falls within the midterm break. No class this week!

Optional readings:

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.

Stack, Michelle. (2021). Responding to the COVID-19 pandemic: University rankings or co-operatives as a strategy for developing an equitable and resilient post-secondary education sector? *International Review of Education, Online first*. doi: 10.1007/s11159-021-09891-0

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

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

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

Robertson, Rebecca. (2021). A critical race theory analysis of transnational student activism, social media counter-stories, and the hegemonic logics of diversity work in higher education. *International Journal of Qualitative Studies in Education, Online first*, 1-18. doi: 10.1080/09518398.2021.1885073

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 24:   **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

LeBrecht, James, & Newnham, Nicole (Directors). (2020). *Crip camp: A disability revolution* [Film]. USA: Netflix. Stream for free on Netflix or https://www.youtube.com/watch?v=OFS8SpwioZ4

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.

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: **Student presentations**

Details on format to be discussed in class.

*Suggested **[Online Resources](#)** 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/

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.**

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/ . 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.

Policies and Procedures Related to COVID-19 Safety

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Nonmedical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. Please eat or drink before or after class or on a long break. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. I will also ask you to sit in roughly the same place for each class meeting.

If you wish to request an exemption to the indoor mask mandate: You must do so based on one of the grounds for exemption detailed in the PHO Order on Face Coverings (COVID-19). Such requests must be made through the Centre for Accessibility (Vancouver campus).

If you will be a temporarily remote student: Take advantage of email, recorded lectures, livestreamed lectures, and Zoom office hours to either attend class remotely, asynchronously via Canvas, or a combination of all of these strategies. Reminder: all of the course readings are available via the Library's Online Course Reserve (LOCR) service within Canvas.

If you are sick: it is important that you stay home. It is better to email the instructor as soon as you can, ideally ahead of time, and not attend class in person. Complete a self-assessment for

COVID-19 symptoms here: https://bc.thrive.health/covid19/en. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you miss class because of illness:
- Make a connection early in the term with another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas. Recordings of lectures will be available through Canvas. Discussion threads for key course readings will be initiated by a student assigned to do the Summary-Response-Question (SRQ) as well as the student designated as the first responder. You can pose questions or responses there as well.
- Use the discussion forum for help.
- Feel free to make an appointment for online office hours.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance:
- A colleague with expertise appropriate to the course content will substitute.
- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online (via Zoom). If this happens, you will receive an email and an announcement in Canvas informing you how to join the class.

If you are sick or in quarantine and have an in-class presentation scheduled: Contact the instructor, and we will make alternative arrangements (e.g., you can post comments to the SRQ discussion threads, present online via Zoom, etc.).

Recordings and lecture capture: I (the instructor) have recorded or will record many lectures for your viewing prior to class on Canvas or shortly after an in-class recording has been made. In a few cases, I will use the in-classroom recording/streaming capability built into the classroom.

I will not, however, audio- or video-record in-class discussions. Reasons for this include the nature of the material and discussion topics (and how recording may constrain these) and a concern that recording would change the classroom environment.