Course Information

<table>
<thead>
<tr>
<th>Prefix &amp; number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST 583</td>
<td>Political Economy of Education (online)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Prerequisites or restrictions (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alison Taylor</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Focus or Content

This course draws on writings in political economy and new political economy to explore power relations and patterns of exclusion and inclusion within systems and structures in K-12 education, post-secondary education, and adult education and training. Such exploration is critical for understanding different influences on education and spaces for counter-hegemonic activity. The course is aimed at graduate students across programs in Educational Studies (e.g., ALE, SCPE, EDAL and HE) as well as other students in education and social sciences.

Goals, Objectives or Learning Outcomes

The aim of this course is to analyze issues related to the political economy of education through academic readings and class discussion. Historically, economic trends have had impacts on education; these trends include shifts from manufacturing to services and then to a “knowledge” economy, rise in non-standard work forms, and reliance on temporary migrant workers as well as skilled immigrants to meet labour needs. We will address issues across education systems.

The objectives of this course are:

1. To learn about different strands and emphases in political economy and political economy of education research;
2. To explore linkages between changes in education (at different levels) and changes in political and economic trends and structures;
3. To consider how education in Canada compares with other countries;
4. To critically assess claims and arguments about what kind of educational reforms are needed and their potential implications; and
5. To contemplate alternative futures for education across the life course.

Assignments or Assessment Process

Assessment will be based on written responses to readings, seminar participation and presentations, and a final paper. There will probably be an optional community-engaged learning component.

Notes/Other

This is the second time this course will be offered. Please contact the instructor for more information: alison.taylor@ubc.ca