Course Outline – TPS 1029H

Social Justice and Education Policy in Comparative Perspective

Winter 2011

Wednesdays (5:00–8:00 pm): January 19, 26; Feb, 2, 16, 23; Mar 9, 23

Saturdays (10:00–3:00): Feb 12 (Toronto), March 5 (Buffalo); April 2 (London)

Instructor: Reva Joshee  
Teaching Assistant: Mona Ghali

Email: rjoshee@oise.utoronto.ca  
Email: m.ghali@utoronto.ca

Office: 6-266

Office Hours: Thursday 1:00 – 2:00 or by appointment

Course description: This course will introduce students to different traditions in the study of educational policy. It will engage students particularly in discussions of critical traditions in policy for social justice in Canada and the United States. It will look specifically at key areas of educational policy relating to teachers and students. We will use a variety of approaches to classroom work (individual, small group, and large group) to engage students in the central questions of this course: what is educational policy? Why is the comparative study of policy important? How can we work toward policy for social justice in the field of education within our own national context and internationally?

We will link with class from two other universities who are engaged in similar courses. Students will compare and contrast education policies from both Canadian and US contexts. UWO, UB and OISE students will study various policy topics, analyze and apply them to Canadian and US policies. Students will choose a policy topic to investigate further in a final paper. Students will interact with each other via the Internet; you will share resources and engage in ongoing policy dialogues. Some video conference session may be scheduled.

Expectations: We expect that:

- students will come to class having carefully read the assigned articles and be willing to meaningfully engage each other and the articles.
- students and instructors will interact with respect.
- disagreement will surface during the course of our discussions. We encourage students to think of disagreement as an opportunity to grow and think more deeply about issues.
- students who are unable to come to class due to an emergency will inform us in advance if possible (a 2500 word response to the readings of the class missed will be due in the following class)
- assignments will be handed in on the day they are due unless you have arranged an extension in advance. 
any work students hand in will be their own. The university has strict guidelines against plagiarism. If you have any doubt about what constitutes plagiarism please consult these guidelines.

**Evaluation:** The grading for this course will be based on the following elements:

1. Class participation 20% - This includes completing readings and small assignments related to readings and meaningfully participating in class discussions (both by speaking up and listening carefully and respectfully).

2. Outline for final paper 10% - We are asking you to provide a good outline (about 700-1000 words) of your final paper that would include a sense of what you want to explore and some of the literature you will use as a basis for your paper. Our goal is to provide you feedback on your outlines by the last class so you can use this feedback in the preparation of your final paper.

3. Participation in collaborative work 30% - This includes participation in on-line dialogues and in the final workshop. More details on the assessment of your participation in the dialogues will follow.

4. Final paper 40% - This paper should take up some aspect of the broad topics we will cover in class. In particular we would encourage you to use this paper to think about a specific issue of concern to you in your work or program of study.

**Topic Outline:**

**Week 1**

**Class 1, Jan 19: Introduction. Review of Education Policy**

Readings:


Chapter 1.


**Week 2**

**Class 2, Jan 26: Education Policy in Critical Democratic Societies**
Readings:


Week 3

Class 3, Feb 2: Neo-liberalism, Neo-Conservativism and Education Policy

Readings:


Hislop-Margison, E. and Sears, A. The Neo-Liberal Assault on Democratic Learning.


Week 4

No Class: February 9

(Mid-course assignment due: February 9 – electronically)

Week 5

February 12: First Face-to-Face Workshop (at OISE). International and Comparative Policy

Readings:


**Handouts: UBLearns**

**Week 6**

**Class 4, February 16: Character and Citizenship Education**

**Readings:**


**Policy Documents: [www.character.org](http://www.character.org)**

York Region District School Board’s Character Matters! Website [http://www.yrdsb.edu.on.ca/page.cfm?id=ICM000001](http://www.yrdsb.edu.on.ca/page.cfm?id=ICM000001)

**Week 7**

**Class 5, Feb 23: Students at risk (Jigsaw Activity –risk factors – race, poverty, GLBT, diversity)**

**Readings:**


Week 8

March 2: No Class.

(Final Paper topic – one paragraph due: March 1st. Send electronically)

March 5: UB Workshop Aboriginal Education and Policy Dialogues

Readings:


Buffalo Public Schools Native American program: http://www.buffaloschools.org/native_american.cfm?subpage=1612

Week 9

Class 6, March 9, Teaching Profession and Teacher Quality?

Readings:


Policy: Teacher Collective Agreements

Week 10

No Class: Mar 16

Week 11

March 23, Class 7: Language Policy

Barbara Burnaby (2008) Language Policy and Education in Canada (see link for full citation)
  http://www.springerlink.com/content/x01267k1132832n6/


Week 12

April 2, UWO workshop

Students’ formal presentation of their (draft) papers or paper outline.

April 6, class 8, Concluding Class: Course Evaluations & Reflections