

The University of Ontario Institute of Technology  
 Faculty of Social Science & Humanities  
 Fall term 2013

**PUBP 3600U Education Policy**  
**(CLASS: Tuesdays 11:10 am - 2:00 pm, DTB204)**

INSTRUCTOR	CONTACT INFORMATION	OFFICE HOURS
Alyson E. King, Ph.D.	OFFICE: DTB 307 Blackboard email (or Alyson.King@uoit.ca) 721-8668 x 3421 (messages)	Monday mornings by chance or by appointment; Tuesday & Thursday 2:30-3:30 pm (or by appointment)

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**Course Description**

This course is an introduction to educational policies in Canada. Formal education is one of the most expensive and contentious areas of social policy. Some of the areas that may be covered include: the development of public education, post-secondary education, educational accessibility, education and social mobility, education and the workforce, lifelong learning, private education and training, public understanding of education issues, and public support for educational policies. 3 cr, 1.5 lec, 1.5 online. Prerequisite: PUBP 2200U.

## Learning Outcomes

By the end of the course, students should be able to:

1. understand education policies and practices; and,
2. critically evaluate the effectiveness and appropriateness of education policies.

## Required Text

REQUIRED: Rizvi, Fazal and Bob Lingard. (2009). *Globalizing Education Policy*. New York: Routledge. ISBN 978-0-415-41627-6

HIGHLY RECOMMENDED: Davies, Scott & Neil Guppy. (2010). *The Schooled Society: An Introduction to the Sociology of Education*, 2<sup>nd</sup> Edition. Toronto: Oxford University Press. ISBN 978-0-19-543174-2

**NOTE:** Additional required readings are on reserve or available online at the UOIT library. Additional materials, electronic resources and links will be posted on the course Blackboard site throughout the term.

## Course Requirements

1. **Contribution to class discussion (10%):** active participation in class requires doing the readings prior to class and taking part in all in class activities.  
NOTE: Missing 4 or more classes will result in a zero for this component.
2. **Essay Proposal and Annotated Bibliography (10%):** **DUE October 1, 9 am.** 250-350 words + min. 8 scholarly sources with 50 word annotations
3. **Primary Research paper** (Choose one option) **(20%):** **DUE October 29, 9 am** 1,000 words
  - a. **Case Study ~ Policy Analysis paper OR**
  - b. **Oral history interview**
4. **Presentation of Primary Research paper (DUE as assigned) (20%):** 10-15 minutes
5. **Final research essay (25%):** **DUE November 29, 9 am.** 2000-2500 words
6. **Final Take-home Exam (15%):** Distributed on December 3 in class; **DUE December 13, 9 am (online)**

## Requirements Details

1. **Participation & Professionalism (10%):** regular attendance and active participation in class, in addition to any assigned online activities. NOTE: Missing 4 or more classes will result in a zero for this component.

**TURNITIN.COM information: Class ID: 6829487, Enrollment password: pubp3600**

2. **Major Assignment (75% in total):** The major assignment consists of 4 components, all on a related topic. Choose a topic of interest to you that is related to an issue of education policy. It can be a historical or current topic, as long as you can find adequate research on it.

*Possible topics:*

- a. Compulsory attendance laws & policies
- b. Professionalization of teachers (changing requirements to become a teacher)
- c. Kindergarten/Early Childhood Education/primary school
- d. Secondary school curriculum
- e. Special education policies
- f. Post-secondary education policies (colleges or universities)
- g. Special programs such as Sexual Education, Anti-Bullying, Gay-Straight Alliances, etc.

*Components of major assignment:*

**Essay Proposal and Annotated Bibliography (10%):** The proposal must be between 250 and 350 words outlining the policy you will be analysing and a general overview of your theoretical framework. The annotated bibliography must include at least 8 scholarly sources. Each entry in the bibliography must follow APA format and include an annotation of 50 words indicating the source's relevance to your topic. To allow you to see the general format, an example from another course is posted in Blackboard.

**Primary Source Research paper (Choose one option) (20%):** **DUE October 29, 9 am** 1,000 words

- a) **Case Study ~ Policy Analysis paper:** You will write and hand-in a policy analysis 1,000 words in length. You will analyse a policy document related to your main topic. Think of this paper as a case study that will become a part of your larger essay. Your policy analysis must be submitted to Turnitin.com before handing it in. **OR**
- b) **Oral history interview:** You will conduct and audio record an interview with a family member about their experience in the education system. To do this effectively, you will need to prepare a list of questions for your interviewee, but you also need to ensure that your interviewee has time to elaborate on his or her experiences. In other words, create open-ended questions that encourage your interviewee to tell interesting stories beyond just "facts".

**Presentation (20%):** You will create a 15 minute presentation for the class on your case study. You must prepare questions to stimulate discussion about your topic. (As a class member when not presenting, you must be prepared to actively participate in discussion.)

**Final research essay (25%):** Your final essay will include your policy analysis/oral history data, but it will be rewritten and integrated with contextual research. Context includes things such as historical information, regional analysis, theoretical analysis, and the like. Your final essay will be between 2000 and 2500 words, will follow APA formatting (with correct grammar, spelling, etc.) and will use a minimum of 8 scholarly sources. Your final essay must be submitted to Turnitin.com before handing it in.

3. **Final Take-home Exam (15%):** The final take-home exam will be distributed on December 3 in class and will be **DUE December 13, 9 am (online)**. All exams will be submitted by the instructor to Turnitin.com. All exams must be completed individually using only current course materials.

## Using Your Laptop

The laptop should be brought to every class meeting, but is only to be used for note-taking, class-directed activities and completing assignments *for THIS COURSE ONLY*. Students using a laptop for anything other than this course during class time may be asked to leave class and this penalty counts as an absence. If you are experiencing problems with your laptop, please contact the IT Service Desk at either the North or Downtown campuses. Email: [servicedesk@dc-uoit.ca](mailto:servicedesk@dc-uoit.ca) , 905.721.3333 Option 1.

## Email and Electronic Communication

Emails to the professor should be written in a professional manner, including salutation, proper use of English, punctuation, spelling, capitalization, etc. Emails without proper grammar or tone will not receive a response. Please see the Course Resources section in WebCT to review appropriate form for emails and discussions. Emails sent before 5 pm will usually be answered within 24 hours. Most emails will be answered within 48 hours. Remember that others in the class may have similar questions and they may also have the answer to your questions. Use the Class discussion forum on WebCT to ask non-personal questions.

**Note: Emails sent to the Instructor after 5 pm regarding an assignment due the following day will not be answered. Please plan accordingly.**

## Disclaimer

This outline documents the instructor's intentions for this course. Over the period of the academic year it may become clear that some modifications may be necessary. Any modifications that may influence student success or the marking scheme will be made only after frank discussion with the students and the prior approval of the dean.

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## Course Schedule

Course topics and readings: Please note that there may be some adjustments as the term progresses.

### 1. Tuesday, September 10, 2013: Introduction: Education in Canada

#### 2. September 17: Thinking about Education Policy

READ: Rizvi & Lingard, Ch. 1

REFLECT: Why is it important to think about education policy in both a national and international context?

#### 3. September 24: From the Beginnings of Schooling to Globalization of Policies

READ: (1) Rizvi & Lingard, Ch. 2 and 3;

(2) Michael F. Murphy, Unmaking and Remaking the "One Best System": London, Ontario, 1852-1860, *History of Education Quarterly*, Vol. 37, No. 3 (Autumn, 1997), pp. 291-310. Stable URL:

<http://www.jstor.org/stable/369447> ; and

(3) Egerton Ryerson biography (<http://library.ryerson.ca/asc/archives/ryerson-history/ryerson-bio/> ), ([http://library.ryerson.ca/asc/archives/ryerson-history/#more\\_about\\_egerton](http://library.ryerson.ca/asc/archives/ryerson-history/#more_about_egerton) ), (<http://www.biographi.ca/009004-119.01-e.php?BiId=39939> ).

DOCUMENT: An Act for the better establishment and maintenance of Common Schools in Upper Canada. Statutes of Province of Canada, 9 Victoria, Chapter XX (1846).

[http://ia700308.us.archive.org/17/items/cihm\\_39550/cihm\\_39550.pdf](http://ia700308.us.archive.org/17/items/cihm_39550/cihm_39550.pdf)

REFLECT: How much and/or little has schooling changed over the last 100-150 years?

**Essay Proposal and Annotated Bibliography (10%): DUE October 1, 9 am**, 250-350 words + min. 8 scholarly sources

#### 4. October 1: Structure and Stratification

READ: (1) Rizvi & Lingard, Ch. 4; and, (2) Rosa Bruno-Jofré and George (Skip) Hills, (2011), Changing Visions of Excellence in Ontario School Policy: The Cases of *Living and Learning* and *For The Love Of Learning*.

*Educational Theory* Volume 61 Number 3, pp. 335-349. [http://uproxy.library.dc-](http://uproxy.library.dc-uoit.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=62960832&site=ehost-live&scope=site)

[uoit.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=62960832&site=ehost-live&scope=site](http://uproxy.library.dc-uoit.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=62960832&site=ehost-live&scope=site)

DOCUMENTS: For the Love of Learning, Vol. II (Royal Commission on Learning, 1994).

FURTHER INFORMATION: Curtis, B., Livingstone, D. W., & Smaller, H. (1992). *Stacking the Deck: The Streaming of Working-Class Kids in Ontario Schools*. Toronto: Our Schools/Our Selves Education Foundation.

<http://books.google.ca/books?id=snFDhbFy43sC&lpg=PP1&pg=PP4#v=onepage&q&f=false>

**REFLECT:** What are the pros and cons of the current method(s) of streaming? Does it work well? Does an older method (or a method from another country) look like it would work better? Now that you are finished high school, do you have any thoughts on the concept of streaming?

**5. October 8: Knowledge & Curriculum**

**READ:** (1) Rizvi & Lingard, Ch.5; and, (2) Ben Levin, Avis Glaze, and Michael Fullan. (2008). Results Without Rancor or Ranking Ontario's Success Story. *Phi Delta Kappan*. <http://uproxy.library.dc-uoit.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=fth&AN=35555831&site=ehost-live&scope=site>

**DOCUMENT:** OSS Policy 1999; and, OS Policy 2011

**REFLECT:** Thinking back on your schooling, can you think of examples of the 'hidden' curriculum? And/or, Compare the curriculum you followed in school with that of the curriculum of 50 or more years ago. Look at old textbooks to see what was taught to previous generations.

**October 15: No Class**

**6. October 22: Organization: Bureaucracy & Authority**

**READ:** (1) Rizvi & Lingard, Ch. 6; and, (2) Lessard, Claude and André Brassard. Education Governance in Canada: Trends and Significance. Le Centre de recherche interuniversitaire sur la formation et la profession enseignante (CRIFPE). Accessed 11 Dec 2012.

<http://www2.crifpe.ca/html/chaieres/lessard/pdf/AERAgouvernanceang3.pdf>

**DOCUMENT:** R.R.O. 1990, Regulation 298 Operation of Schools — General; and, Education Quality and Accountability Office Act, 1996.

**REFLECT:** Has the introduction of the EQAO Act improved education in Ontario? Why or why not?

**Primary Source (Case Study/Interview) paper (20%) DUE October 29, 9 am:** 1,000 words

**7. October 29: Issues of Equity**

**READ:** (1) Rizvi & Lingard, Ch. 7; and, (2) Ghosh, Ratna. (2004). Public Education and Multicultural Policy in Canada: The Special Case of Quebec. *International Review of Education* Vol. 50, no. 5–6, pp. 543–566.

<http://www.jstor.org/stable/4151617>

**DOCUMENTS:** Ontario Regulation 374/10 Supervised Alternative Learning; and, Access, Persistence, and Barriers in Postsecondary Education; and, Ontario Ministry of Education (2009) Ontario's Equity and Inclusive Education Strategy, Online: <http://cal2.edu.gov.on.ca/april2009/EquityEducationStrategy.pdf>

**REFLECT:** Are the policies that are in place adequate for ensuring equality of access? What else should be done? How should access to university be determined? Is the process currently in place adequate?

**8. November 5: Teachers & Teaching**

**READ:** (1) Davies & Guppy, Chapter 9 [on reserve]; and (2) Marianne A. Larsen. (2009). Stressful, Hectic, Daunting: A Critical Policy Study of the Ontario Teacher Performance Appraisal System. *Canadian Journal of Educational Administration and Policy* Issue no. 95, pp. 1-44. Accessed 11 Dec 2012.

[http://www.umanitoba.ca/publications/cjeap/pdf\\_files/larsen.pdf](http://www.umanitoba.ca/publications/cjeap/pdf_files/larsen.pdf)

**DOCUMENT:** Ontario College of Teachers Act, 1996 (2 documents)

**REFLECT:** What effect has the OCT Act had on teachers? Has it improved teachers' lives? What other effects has it had? Who is in the best position to evaluate teachers – students, parents, other teachers, principals, or an external body?

#### 9. November 12: Socialization Role of Schools

**READ:** (1) Rizvi & Lingard, Ch. 8 and 9; and, (2) Carr-Stewart, Sheila and Larry Steeves. (2009). First Nations Educational Governance: A Fractured Mirror. *Canadian Journal of Educational Administration and Policy*, Issue no. 97. Accessed 11 Dec 2012. [http://www.umanitoba.ca/publications/cjeap/pdf\\_files/carr-stewart-steeves.pdf](http://www.umanitoba.ca/publications/cjeap/pdf_files/carr-stewart-steeves.pdf)

**OPTIONAL:** Mosby, Ian. (2013). Administering Colonial Science: Nutrition Research and Human Biomedical Experimentation in Aboriginal Communities and Residential Schools, 1942–1952. *Histoire sociale/Social history* 46(1):145-172. University of Toronto Press.

[http://muse.jhu.edu/journals/histoire\\_sociale\\_social\\_history/v046/46.91.mosby.html](http://muse.jhu.edu/journals/histoire_sociale_social_history/v046/46.91.mosby.html).

**DOCUMENTS:** Davin Report, 1879; Policy/Program Memorandum No. 119 (Developing and implementing equity and inclusive education policies in Ontario schools);

**REFLECT:** How has the socialization role of schools changed (or not changed) over the last 150 years or so?

#### 10. November 19: Presentations

**REFLECT:** What did you learn from the presentations today? What suggestions do you have for the presenters to improve their essays?

#### 11. November 26: Presentations

**REFLECT:** What did you learn from the presentations today? What suggestions do you have for the presenters to improve their essays?

**Final Research Essay (25%) Due: November 29, 9 am**

#### 12. December 3: Wrapping up & Looking to the Future

**READ:** (1) Davies & Guppy, Chapter 12 [on reserve]; and, (2) Hess, Frederick M. (2008). When Education Research Matters. *Society* 45:534–539. DOI 10.1007/s12115-008-9142-0 .

<http://search.proquest.com.uproxy.library.uct.ac.za/docview/206720805/fulltextPDF/13AFA9C69F24DDB1DB7/1?accountid=14694>

**REFLECT:** What do you think is important for the future of education in Canada/Ontario? If you were the Minister of Education, what would you prioritize?

**IN CLASS:** Final take-home exam distributed

**Final Take-home Exam (15%):** Distributed on December 3 in class; **DUE December 13, 9 am (online)**

## Technology

Throughout this course, we will be relying heavily on Blackboard as a central location for communicating ideas, resources, readings, and announcements, as well as for facilitating class discussions. You will also be using electronic journals regularly for your readings and links to supplementary readings available online that will be discussed in class. Blackboard will also help create community within our class. This is where we will be making announcements, posting grades, and so on. You are also encouraged to use this space to communicate, ideas, questions and concerns to your colleagues, as well as to myself and the other instructors. To ensure that you

have access to the same information as your colleagues, please bring your laptop to every class and check the Blackboard site regularly.

## Individual Needs and Diversity

If you have any concerns about the course as a result of any special needs, please talk to an instructor as soon as possible. We have designed this course in an effort to meet the various ways that individuals learn. We will be using a lecture/workshop format with large and small group discussions. Lecture outlines will be posted prior to each lecture to aid in your note-taking. Because this is a university-level course, you are required to do a substantial amount of reading each week and complete several assignments. **Plan your time accordingly.** Make-up tests or assignments will only be given to those with medical notes (or other similar documentation).

## Important Matters Regarding Assignments

1. Essays and assignments must be double-spaced and typed. Please use 12 pt font (Times New Roman is preferred). Pages must be numbered. Proper scholarly form must be used. Please use APA style.
2. PLAGIARISM is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in the UOIT's "Academic Conduct Policy" which is printed in section 5.15 of the UOIT Calendar. It outlines what Academic Misconduct and Professional Unsuitability means and the penalties for violating this policy. Please also see the Academic Integrity website: <http://uoit.ca/main/current-students/academics-and-programs/programs-and-resources/academic-integrity/index.php>.
3. For your protection: because assignments sometimes get lost, and because questions of authorship sometimes arise, it is essential that you be able to document your creative process in producing assignments. You must keep your research notes and rough drafts for essays and assignments, even after the finished work has been graded and returned. When composing on a computer, preserve copies of work in progress at regular intervals so that you have a track record of how the assignment evolved. Print hard copies of the work at different stages, or use the 'save as' function on the computer to record successive drafts. The sequence of drafts should be carefully noted. An inability to provide these materials, if requested, will constitute grounds for failure on the assignment and will result in a report kept on file in the Faculty of Social Science & Humanities.
4. All assignments must be original, produced by you, and prepared for this course alone. An essay prepared for or used in another course will be failed automatically. If you are drawing from assignments done for previous or current courses, you must notify me beforehand.

Late assignments will be accepted for a reasonable period of time after the deadline, but are subject to a late penalty. Assignments are to be submitted electronically. If you submit an assignment in any other way, you assume all risk that it does not go astray.

## Policy for Late Assignments

### Non-negotiated Late Assignment

An assignment that has been handed in late without prior agreement between the student and the professor to extend the time for the assignment to be handed in will be considered a **non-negotiated late assignment** and

will receive a grade deduction of **5% per day** (including weekends). Such late assignments will only be accepted for a reasonable period of time after the deadline.

### **Negotiated Late Assignment**

An assignment that has been handed in late in accordance with a mutually agreed deadline and penalty (if applicable) will be considered a **negotiated late assignment** and will be marked in accordance with the mutually agreed terms.

### **Extenuating Circumstances**

The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student must provide documentation to validate the extenuating circumstance. It will be at the professor's discretion to work out the extension in this situation.

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## **TURNITIN.COM**

*UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. **If a student does object to the use of Turnitin.com, that student must sign and submit the Assignment Cover Sheet attached to this policy as Appendix A with each assignment submitted for assessment.** You must inform me and submit this form **ONE (1) week before the due date and submit all notes and rough drafts with your final assignment.***

### **ASSIGNMENT COVER SHEET**

I declare that this assignment is original and has not been submitted for assessment elsewhere.

**I DO NOT agree that the assessor(s) of the assignments may, for the purpose of assessing the assignments: communicate a copy of the assignments to the electronic plagiarism detection service known as Turnitin.com.**

I accept the option of using an alternate method acceptable to UOIT for verifying the originality and integrity of the assignments (e.g., the submission of all rough work, electronic files and an annotated bibliography of all sources consulted).



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Date

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Name of Student (Please print)

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Student ID Number

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Signature of Student