OVERVIEW

This is an advanced seminar that will discuss the current issues in international educational policy by using a critical education policy studies approach to explore the sites of policy contestation and the ways in which educational policies are manifested, negotiated, conceptualized, and shaped. This intensive course will provide students with the opportunity to re-reading six policy challenges stemming for economic globalization – knowledge economy/society, lifelong learning, equity/democracy/inclusion, accountability/control/efficiency, and teacher professionalism – and their efficacy upon education. For the purpose of this course, policy is used to designate a statement, process, or outcome that enunciates an institution's outlooks on an issue.

COURSE DESCRIPTION

As Europe grapples with the recent credit ratings downgrade of French Banks, the backlash of the Euro debt crisis stemming from the impending default on loans by Greece, Ireland, Italy, Portugal and Spain, and new austerity measure for a number of European countries, numerous policy questions emerged, including “What will European education look like as public sector spending evaporates after new policy reforms materialize?” Moreover, the current European crises provide an opportunity for us to re-read educational policies and focus on the role of education policymaking in a post-crisis era, especially poignant when new challenges emerge and existing ones resurface and are reshaped in line with new policies directions. As Lawn (2001) argues, education within Europe educational space has always been seen as a way to drive integration, yet the current Euro crisis presents an opportunity for us to see the materialization of regional policy discourses at the national level to understand how policy ideas emerge nationally and trickle-up to the regional level. The course will focus specifically on how the policy challenges of globalization are manifested within the European educational space. Against this backdrop, this class also will explore (a) “what is the role of agenda setting in policy?” and (b) “what is the role of the policy narratives in informing wider policy agendas?” The onset of current economic crises in Europe, its causes consequences, and responses will enable us to use to re-read these existing policy challenges, identified above, that Europe is currently facing.

Course Objective: In keeping with the School of Education's conceptual framework of advancing “professionalism in the service of social justice”, this seminar aims at helping students think critically about the role and impact of policy upon nation states from an international and comparative perspective.

Students will also take-away practical policy skills by being able to define the policy problem, identify the stakeholders, and put forward a policy solution. Students will be able to compare the unintended consequences of policies, how international policies decisions and mandates trickle down to the local level and the role of politics in making and implementing policy decisions.

The course will rely on Blackboard and students’ learning objectives; course delivery methods and student assignments are enhanced with the aid of additional technological tools to enhance the overall learning experiences. Finally, the course is committed to creating an a multi-cultural environment that respect issues of diversity including but not limited to disability, race, gender, sexual orientation, social class and ethnicity.

COLLEGE POLICIES

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of “F” or the assignment to expulsion from the university. For specific policies and procedures see: http://www.luc.edu/education/pdfs/academics_policies_grad.pdf (M.Ed and Ed.D students) or http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity (M.A. and Ph.D students). To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. There are several good “How not to plagiarize” guides available on the web, such as http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWG coordinator. Students should contact S_SWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/.

**Harassment (Bias Reporting):** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University -- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/.

ASSIGNMENTS

1) Participation (20 points). Active daily participation of all students is a core requirement of this class. This includes: coming to all sessions, reading the weekly coursework before class, and being ready to discuss all of the required readings. Moreover, class participation involves speaking and discussing in a conversational manner about the texts based on your analysis of them. I will be assessing the degree to which your contribution in class discussions demonstrate that you have read the readings and reflected on them and not the absolute amount of time you speak in class. In other words, it is the quality of your
Remarks, informed by the readings, and not the quantity of words uttered in class that matters most. To help facilitate a discussion of the readings, you should come to class each week with a **key quotation**—several sentences or an entire paragraph—highlighted from each required reading and be prepared to explain to the class why this quotation was meaningful to you. You might explain how the quotation helped you to understand the author’s major argument, to reflect on your own education, or to develop your own opinion on the topic because you agree or disagree with the sentiments conveyed in the quotation. I will randomly call on people to share their key quotations, so you should be prepared every week to participate in this way.

2) **Class presentations (20 points).** Each student should select a paper under the title of “Individual Discussion on this Paper” and prepare a 15-minute presentation without just summarizing the main policy issues of this paper. They should propose ideas as to how it might be re-read. Students should use only notes. Each student is then expected to ask a question related to the presentation.

3) **Policy Memos/Briefs (20 points each, 3 pages in length, double-spaced: ~1000 words):** Two policy memos are due for this class. You should identify—in the current press—a case of policy partnerships (similar to the five case illustrations on pp. 92-100 in Brinkerhoff & Crosby (2002)) and describe the policy case with the help of policy characteristics questions (Brinkerhoff & Crosby, 2002, pp. 157-161). Explain why this issue is important and provide appropriate evidence to justify your claims. Also see examples posted on Blackboard. More information will be presented in class.

4) **Policy Analysis Case-Study Project (40 points, 7-10 pages double-spaced – Due June 28):** Choose two education policy cases and compare and analyze these using the tools from earlier in the course to write a research paper discussing how the local community has sought to respond to these challenges based on your observation. In this project, review pertinent research literature and formulate policy recommendations based on the policy case selected. Further instructions will be provided. More information will be presented in class. See an example below and here: http://www.bu.edu/ir/graduate/current/papers/policy/

**PLEASE NOTE:**

- If a student misses a class, they are required to write a 1500 word summary of that week’s reading and submit it to me within 48 hours by 5 PM.

- More than two excused absences from class will automatically result in a grade point reduction.

- All written assignments should use 1-inch margins, Times New Roman 12pt, include references in APA style, and student’s name in top margin. Include in your bibliography all the literature that you have referenced in your written assignments and final project. For more information on APA style, see: http://owl.english.purdue.edu/owl/resource/560/01/.

- All assignments are due on the dates listed in the syllabus. Late assignments will be penalized one point for each day that they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis, but there will be no exception made as the result of poor planning.

**REQUIRED TEXTS**


Recommended

**MAY 22 – MODULE 1: GLOBALIZATION**

**VIA SKYPE (1103 Lewis Tower) Kaine and Joy will setup webcam!**

- **Re-reading** – Introduction & overview. *By Maarten Simons, Mark Olssen & Michael A. Peters*

Case Studies:
- **Re-reading** – Global solutions for global poverty? The world bank education policy and the anti-poverty agenda. *Xavier Bonal & Aina Tarabini*
- **Re-reading** – Globalisation and the quest for social justice in African education. *Leon Tikly*

**MAY 24 – MODULE 2: GLOBALIZATION**

**LOG INTO BLACKBOARD FOR CLASS DISCUSSION: Respond by May 27**

- **Re-reading** – Rescaling and reconstituting education policy: The knowledge economy and the scalar politics of global fields 205. *Bob Lingard & Shaun Rawolle*
- **Re-reading** – Globalization and neoliberalism: The challenges and opportunities of radical pedagogy. *Carlos Alberto Torres & Richard van Heertum*
- **Re-reading** – When socialism meets global capitalism: Challenges for 4mobilization and marketising education in china and Vietnam. *Ka ho Mok*
- **Re-reading** – Globalisation: Re-reading its impact on the nation-state, the university and educational policies in Europe. *Marek Kwiek*

**RECOMMENDED:**

**MAY 29 – MODULE 3: EQUALITY, SOCIAL INCLUSION AND DEMOCRACY**

**VIA SKYPE (1103 Lewis Tower) Kaine and Joy will setup webcam!**

- **Re-reading** – Neoliberalism, education, and the rise of a global common good. *Mark Olssen*
- **Re-reading** – Identity, diversity and equality in education: Mapping the normative terrain. *Alan Cribb & Sharon Gewirtz*
- **Re-reading** – Inclusion and exclusion as double gestures in policy and education sciences. *Thomas S. Popkewitz*

**RECOMMENDED:**

**MAY 31 – MODULE 4: EQUALITY, SOCIAL INCLUSION AND DEMOCRACY - - The Case of HIGHER EDUCATION**

**LOG INTO BLACKBOARD FOR CLASS DISCUSSION: Respond by June 3**

- **Re-reading** – Beyond the corporate takeover of higher education: Rethinking educational theory, pedagogy, and policy. *By Henry A. Giroux*
- **Re-reading** – New positive discrimination policies in basic and higher education: From the quest for social justice to optimal globilization of human resources. *By Agnes van Zanten*
Re-reading – Higher education policy discourse(s) in South Africa: Procedural or substantive democracy? By Yusef Waghid

RECOMMENDED:

JUNE 5 – MODULE 5: QUALITY, ACCOUNTABILITY, CONTROL

POLICY BRIEF DUE
- Re-reading – You don’t fatten the pig by weighting it: Contradictory tensions in the ‘policy pandemic’ of accountability infecting education. By Lesley Vidovich
- Re-reading – Producing difference: Neoliberalism, neoconservatism and the politics of educational reform. By Michael W. Apple
- Re-reading – Education between accountability and responsibility. By Gert Biesta

Individual Discussion on this Paper:

JUNE 7 – MODULE 6: QUALITY, ACCOUNTABILITY, CONTROL

- Re-reading – University rankings, government and social order: Managing the field of higher education according to the logic of the performative present-as-future. By Simon Marginson
- Re-reading – Successful subjectivities? The successification of class, ethnic and gender positions. By Simon Bradford & Valerie Hey

Individual Discussion on this Paper:

JUNE 12 – MODULE 7: TEACHER PROFESSIONALISM

POLICY BRIEF DUE
- Re-reading – Education reform, teacher professionalism and the end of authenticity. By Stephen J. Ball
- Re-reading – The politics of professionalising talk on teaching: Boundary work and reconfigurations of teaching and teachers. By Rita Foss, Lindblad & Sverker Lindblad
- Re-reading – Critical professional or branded technician? Changing conceptions of the education worker. By Mike Bottery

Individual Discussion on this Paper:

JUNE 14 – MODULE 8: TEACHER PROFESSIONALISM

- Re-reading – Macropolitics caught up in micropolitics: The case of the policy on quality control in Flanders (Belgium). By Geert Kelchtermans
- Re-reading – Re-reading the standards agenda: An Australian case study. By James G. Ladwig & Jennifer M. Gore
- Re-reading – Teacher professionalization as a double-edged sword: Regulation/empowerment in U.S educational policies. By Lynn Fendler

Individual Discussion on this Paper:
JUNE 19 – MODULE 9: LIFELONG LEARNING

- **Re-reading** – Fabricating the lifelong learner in an age of neoliberalism. *By Andreas Fejes*
- **Re-reading** – Lifelong learning and the learning society: Critical reflections on policy. *By Kenneth Wain*

**Individual Discussion on this Paper:**

JUNE 21 – MODULE 10: LIFELONG LEARNING

- **Re-reading** – Constructing Europe through constructing a European education space. *By Roger Dale*
- **Re-reading** – A politics of spin: Lifelong learning policy as persuasion. *By Katherine Nicoll*
- **Re-reading** – Tantalus’ torment: Notes on the regime of lifelong learning. *By Ludwig Pongratz*

**Individual Discussion on this Paper:**

JUNE 26 – MODULE 11: KNOWLEDGE SOCIETY

- **Re-reading** – Society, knowledge and education. *By Heinz Sünker*
- **Re-reading** – ‘Producing’ the global knowledge economy: The world bank, the knowledge assessment methodology and education. *By Susan L. Robertson*
- **Re-reading** – Knowledge economy: Policy discourse and cultural resource. *By Terri Seddon*

**Individual Discussion on this Paper:**


**FINAL PAPER DUE**

- **Re-reading** – The knowledge economy, scholarly work and the gift economy: Rival and non-rival goods. *By Johannah Fahey, Jane Kenway & Elizabeth Bullen*
- **Re-reading** – Knowledge economy and scientific communication: Emerging paradigms of ‘open knowledge production’ and ‘open education’. *By Michael A. Peters*
- **Re-reading** – ‘Managing’ academic research in universities or cat-herding for beginners: unintended institutional consequences of recent research policy in the UK. *By Rosemary Deem*

**Individual Discussion on this Paper:**

**Re-reading Sample Policy Papers (in various formats ranging from short memos to longer briefs) from an international array of sources:**

1. Boston University, Department of International Relations, "Policy Paper Guidelines"
3. Trade Policy Analysis Library, Cato Institute. This site offers a wide array of policy papers from a free trade perspective. The library offers strong examples of policy work that focuses on the intersection of business, trade, and politics.
4. http://www.cppp.org/files/3/CPPP%20HTX%20comments.pdf. This is a short policy paper from a

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2 Source: assignment 4: policy paper / briefing book / oral briefing Available at http://isites.harvard.edu/icb/icb.do?keyword=k78494&pageid=icb.page401609

5. http://www.roleafghanistan.esteri.it/NR/rdonlyres/5C5153EF-E1E0-42CD-B143-1B1B3CF1F379/0/NorwegianrefugeecouncilRol.positionpaper270607_2_.pdf


Sites with extensive archives of policy papers:


Now the coup d'etat (no pun intended): The complete archive of State Department position papers from 1968-1972