



EDUCATION 817 (G031)
Policy Processes
(Enroll #6917)

Summer Semester 2008	Instructor:	Dr. Eugenie Samier
Meeting Dates: May 9,10 July 9,10 16,17, 21,22, 23,24	Office:	EDB 8638
Times: Fridays: 4:30 – 8:30 pm Saturdays: 8:30 – 4:30 pm Wednesdays: 9:00 – 4:00 pm Thursdays: 9:00 – 4:00 pm	Telephone:	778-782-4483
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Room: May 9 – 5080 May 10 – 5100 July - 3040		

ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or http://learningcommons.sfu.ca/hot_topics/academic_integrity.php or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

Le plagiat, intentionnel ou non intentionnel, est une forme de malhonnêteté académique qui expose à des sanctions, comme l’ajournement à un examen ou l’exclusion de l’université. L’université de SFU (<http://www.sfu.ca/policies/teaching/t10-02.htm>) définit le plagiat comme “une forme de malhonnêteté académique où un individu soumet ou présente le travail d’autrui comme étant le sien”. Le plagiat signifie s’approprier les mots, les idées et la recherche d’autrui sans mention d’emprunt à l’auteur initial. Les étudiants doivent se familiariser avec les différentes formes de plagiat, intentionnel ou non intentionnel. Pour plus d’informations, se référer aux documents en ligne suivants:
<http://www.sfu.ca/policies/teaching/t10-03.htm> ou
http://learningcommons.sfu.ca/hot_topics/academic_integrity.php ou la section intitulée *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

DESCRIPTION

This course is designed to introduce the theory and practice of educational policy analysis. Major topics will include: basic concepts and approaches; the policy process (formulation, analysis, implementation, evaluation); institutional and environmental dimensions of policy; policy instruments; and an introductory study of major policy topics in education.

This course is also intended to allow for in-depth exploration of actual policies on an individual project basis. Course time will allow for the ‘workshopping’ of assignments leading towards the final term paper.

REQUIRED READINGS

Michael Howlett and M. Ramesh, *Studying Public Policy: Policy Cycles and Policy Subsystems*. 2nd ed. Don Mills: Oxford University Press, 2003.

Required electronic readings are listed in the Tentative Schedule section below. These are downloadable from the SFU library website.

ASSIGNMENTS

The assignments are intended as an opportunity for students to conduct a more detailed examination of a policy topic of personal interest. The assignment will be composed of a number of preparatory that will be integrated into the final paper.

1. Policy Issue Formulation	15%
2. Regulation and Stakeholder Presentation Report	20%
3. Final Paper	50%
Participation	15%

The general requirements of the term assignment components are as follows:

1. Policy Issue Formulation: definition of policy issue, background and identification of major historical causal forces; bibliography of sources being used. (4 pp.) DUE DATE: 3 July.
2. Regulation and Stakeholder Presentation Report: identification of relevant regulatory organisations and agencies, and relevant legislation, policies, regulations, annual reports, policy reports, guidebooks, impact assessments, hearings, reports, etc., and identification of major interest groups, their basic positions, and existing and potential conflicts. (6 pp.) DUE DATE: 2 days after presentation.
3. Final paper: the term assignment components will be revised and incorporated into the Term Report (15-18 pages). The additional section for the final paper will consist of the analysis of the policy issue and recommendations for policy changes. Guidelines and Checklists for use in preparing policy issue reports will be distributed early in the course. DUE DATE: 8 August.

Participation: includes discussion in class on assigned readings, and preparation and discussion of presentation papers. (15%)

This approach has been adopted to provide evaluation on an ongoing basis, and several opportunities to discuss progress with the instructor. It is anticipated that changes and revisions may occur as research on the topic progresses.

All written assignments should be typed, double-spaced (12 point Times New Roman or 10 point Courier), with one inch margins all around, and with formal footnoting and reference section (you may use any standard university-accepted formatting style: APA, MLA, Harvard, Cambridge, etc.). All papers will be submitted electronically. Also it is conventional in academic papers not to put borders or any other graphical embellishments on the pages--the text should be the main focus of the paper, supplemented with illustrative graphs, charts, diagrams or other relevant images. You may submit papers electronically.

This course is designed so that human subject research is not required apart from information already in the public domain. Please note that any human subject research involving questionnaires, interviews or collecting other field data requires an approval from the SFU Office for Research ethics.

TENTATIVE SCHEDULE:

May 9(4-7): Introduction; online articles: J. Musso, R. Biller and R. Myrtle, "Tradecraft: Professional Writing as Problem Solving," *Journal of Policy Analysis and Management*, 19, 4 (2000): 635-46; D. Sawicki, "On the Virtues of the Policy of Doing Nothing," *Journal of Policy Analysis and Management*, 2, 3 (1983): 454-57.

May 10(9-12): Howlett/Ramesh Ch.1: course assignments

May 10(1-4): online articles: S. Ball, "Policy Sociology and Critical Social Research: A Personal Review of Recent Education Policy and Policy Research," *British Educational Research Journal*, 23, 3 (1997): 257-74; D. Cohen, S. Moffitt and S. Goldin, "Policy and Practice: The Dilemma," *American Journal of Education*, 113 (2007), 515-48.

July 9(9-12): Howlett/Ramesh Ch. 3; online article: J. Blackmore and S. Thorpe, "Media/ting Change: The Print Media's Role in Mediating Education Policy in a Period of Radical Reform in Victoria, Australia," *Journal of Education Policy*, 18, 6 (2003): 577-95.

July 9(1-3): Howlett/Ramesh Ch. 5; online article: J. Blackmore, "Policy as Dialogue: Feminist Administrators Working for Educational Change," *Gender & Education*, 7, 3 (1995): 293-314.

July 10 (9-12): Howlett/Ramesh Ch. 2;

July 16 (9-12):online articles: T. Gale, “Critical Policy Sociology: Historiography, Archaeology and Genealogy as Methods of Policy Analysis,” *Journal of Education Policy*, 16, 5 (2001): 379-93; S. Taylor, “Critical Policy Analysis: Exploring Contexts, Texts and Consequences,” *Discourse*, 18, 1 (1997): 23-35.

July 16 (1-3): Presentations

July 17 (9-12): Howlett/Ramesh Ch. 4; online article: K. H. Mok, “Globalisation and Governance: Educational Policy Instruments and Regulatory Arrangements,” *International Review of Education*, 51, 4 (2005), 289-311.

July 21 (9-12): Howlett/Ramesh Ch. 6.

July 21 (1-4): Presentations

July 22 (9-12): Howlett/Ramesh Ch. 7; J. Tweedie et al., “Should Market Forces Control Educational Decision-making,” *American Political Science Review*, 84, 2 (1990): 549-54.

July 22 (1-4): Presentations

July 23 (9-12): Howlett/Ramesh Ch 8.

July 23 (1-4): Presentations

July 24 (9-12): Howlett/Ramesh Ch. 9; online article: M. Barber, “The Virtue of Accountability: System Redesign, Inspection, and Incentives in the Era of Informed Professionalism,” *Journal of Education*, 1 (2004), 7-38.

July 24 (1-4): Presentations

REQUIRED TEXTS

Michael Howlett and M. Ramesh, *Studying Public Policy: Policy Cycles and Policy Subsystems* 2nd ed. Don Mills: Oxford University Press, 2003.

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