

STUDY GUIDE – Spring 2006
Rm 136 River’s Crossing – Mondays, Jan 9 – May 1, 2006

EADU 8100
PUBLIC POLICY AND ADULT EDUCATION

Dr. Robert J. Hill
bobhill@uga.edu

Required Texts:

Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York: Routledge.
Cited below as “Anyon”

Roots of Terror 2nd Edition, (2004) Toolkit, available from Project South: Institute for the Elimination of Poverty and Genocide, 9 Gammon Ave. Atlanta, Georgia 30315
Cited below as “Roots”

Bélanger, P. & Federighi, P. (2000). *Unlocking people’s creative forces: A transnational study of adult learning policies*. Hamburg: UNESCO Institute for Education. (Download from web).
Cited below as “B&F”

Selected Readings for EADU 8100 (Electronic Reserve, cited as GIL—OR material will be distributed in class or emailed to you).

✎ = Required action or required reading

✎ = Optional reading (not required)

For some reason, links may not always take you to the article. If you can not access material that is “hotlinked” in this *Study Guide*, highlight the title and author, and insert them in the Google searchbox (<http://www.google.com/>), there is a high probability you will then be able to access the readings. Note that you may have to search under “Cached” in the Google results.

NOTE:

- (1) You do not have to engage in all of the activities, nor answer every question, posed in the column “Notes & Online Discussion Questions.” These are provided to prompt various avenues of investigation and thinking. Select one or two that capture your interest. You may ask the class questions, too.
- (2) The order of the readings is important. You may benefit best by reading the material in the order listed.

Important dates to remember:

- Book Review Due Feb. 13th
- Social Policy Analysis Exercise (Mid-Term) Due March 6th
- Policy Issue Brief Class Project - Katrina Due April 24th

Course Topical Outline

WEEK #/Date	CLASS DATE	READINGS DUE	CLASS THEMES	WRITTEN ASSIGNMENTS
Introduction to Lifelong Learning, Adult Education, and Public Policy				
WK 1 Jan. 9		<p>✍ Article on Lifelong Learning found at: http://www.open.ac.uk/lifelong-learning/papers/393B8319-0006-659F-0000015700000157_CGriffin-Paper-LifelongLearning.doc (Colin Griffin, “Lifelong Learning, policy, strategy, and culture”) and on WebCT. ✍ Legislative Time Line in Roots, Talking about the Timeline, pp. 15-44. ✍ B&F, pp. 26-59 ✍ Anyon, J. (2005). What “counts” as educational policy? Notes toward a new paradigm. <i>Harvard Ed Review</i>, 75(1),</p>	<p>Theme: This week is an introduction to Lifelong Learning, Adult Education, and Public Policy</p> <p>Introduction and overview of courses; time-line and historical context for major U.S. legislative efforts in adult education public policy; the federal government’s two types of programs: discretionary and entitlements; the role of context and dispositions (attitudes, assumptions,</p>	<p>This may seem like a lot of readings, but we will not meet for 2 weeks. Enjoy!</p> <p><u>Introduction to Policy</u>: What are the relations between public policy and education policy?</p>

		65-88. ✍ Fay, F. A. (1972). Adult education and public policy. <i>Adult education</i> , 22(2), 150-157.	beliefs); the crucial role of adult learning in addressing Key Issues confronting societies; a brief international view; policy as process.	What is “good” policy - and how do we define “good?” What are the relations between policy and practice?
Jan. 16		Dr. Martin Luther King, Jr. Holiday		READ!
Exploring the Places of Adult Education in the Policy Cycle: Problem Formation (Public Agenda Setting), Policy Formulation, Policy Legitimation and Adoption, Policy Implementation, and Policy Evaluation				
WK 2 Jan. 23		<p>✍ Anyon, Part 1, pp. 6-8 + pp. 17-46</p> <p>✍ Quigley, A. (2000). Adult education and democracy: reclaiming our voice through social policy. In A. Wilson & B. Hayer (Eds.), <i>Handbook of Adult Education</i> (pp. 208-223). San Francisco: Jossey-Bass.</p> <p>✍ Handout (WebCT and in class) - <i>Social & Public Policy Defined</i></p> <p>✍ Papadopoulos, G. (2002). Policies for lifelong learning: An overview of international trends. In <i>Learning throughout life: Challenges for the twenty-first century</i> (pp. 37-62). Paris: UNESCO.</p>	<p>Theme: Social Theories/Models, Adult Education, and Public Policy Design</p> <p>Public policy and Stages Heuristics cf. the Advocacy Coalition Framework (A view of some lenses through which policy is passed and the role of adult education in policy.)</p> <p>Problem Formation (Public Agenda Setting): Claiming voice—A social construction.</p>	<p>Exercise: Plot important dates found in Anyon onto the Timeline. This exercise should be conducted during each week we read Anyon.</p>
Social Theories, Adult Education, and Public Policies				
WK 3		✍ Anyon , pp. 47-71	Theme: Social Policy as a Form of Public	

<p>Jan. 30</p>		<p>✍ Hamilton, C. & Wells, D. T. (1989). Federalism and the public policy process (pp. 279-283). In <i>Federalism, power, and political economy</i>. NY: Prentice Hall</p> <p>✍ Nicoll, Katherine. (2000). Lifelong Learning as Metaphor: Researching Policy in the Education of Adults. Abstract: analysts of policy have hitherto not paid much attention to how policy language acts to build up representations of reality. This paper argues for the usefulness of a discursive approach to policy analysis, and illustrates it in the context of emerging policies for ‘lifelong learning’. Access to this paper is through the AERC Homepage found at http://www.edst.educ.ubc.ca/aerc/2000/nicollk-web.htm .</p>	<p>Policy; Adult Learning for Individual and Social Well-being</p> <p>Sociological aspects of adult education policy: What do values and ethics have to do with it? Social policy as a subset of public policy; hegemony and power as factors in policy formulation</p>	
-----------------------	--	--	--	--

Stakeholders: How are public (and educational) policies constructed in the United States, and by whom?

<p>WK 4 Feb. 6</p>		<p><u>Video</u>: <i>The Ties that Bind: Stories Behind the Immigration Controversy</i>. (1996). Maryknoll, NY: Maryknoll World Productions. (56 minutes; viewed in class tonight); www.maryknoll.org). We will use this video to explore “stakeholders.” Worksheet will during video.</p> <p>✍ Anyon, Part II, pp. 8-9 + pp. 75-110.</p> <p>✍ Stakeholder Handout (WebCT and in class)</p> <p>✍ Project South’s Globalization Timeline, pp. 20-41 (handout)</p> <p>✍ Dorsch, N.G. (1996, February). Food, filth, factory and flowers: a critical analysis of Ohio’s employability skills project. In P. Cunningham, P. (Editor), <i>Critical perspectives. Selected papers from the Annual Leadership and Educational Policy Studies Symposium</i> (pp. 5-9). Dekalb: Northern Illinois University.</p> <p>✍ Jansen, L. (1995). Citizen activism in the foundations of adult environmental education in the United States. <i>Convergence</i>, 28</p>	<p>Theme: Historical and Structural Contexts: The Political Realities of Policy</p> <p>Civic Education; Cultural Dissemination/ Preservation; Adult Education Public policy for Immigrants; Migrant Workers; Non-Citizens; We may get to also discussing Native (indigenous) Peoples; Adult education Services and Disabilities; Rural people-Rural Communities; Can we differentiate between cooperation and cooptation in education?</p> <p>After video, use handout on historical & structural context for film analysis. The readings from Roots of Terror will aid this.</p>	<p>When thinking about your Policy Issue Brief Class Project – Katrina – Due April 24, keep the following in mind” Process</p> <p>1 - Define the Problem; keep in mind historical and structural issues</p> <p>2 - Assemble Evidence</p> <p>--Locating Relevant Sources; Gaining Access and</p>
--------------------------------------	--	--	---	---

(4), 89-98. (Provided by the instructor).

Charles O. Jones (1977) identifies four steps to policy approach:
--agenda building
--policy formulation
--implementation, and
--evaluation.

This may lead to the "outrage-action-reaction" (rush-to-policy) cycle (a great example of this is the US Patriot Act after 9-11). Can you identify these in the film? What is the role of AE in each?

Focus on Policy Legitimation and Adoption

Engaging Assistance; use official and unofficial stakeholders; keep in mind power and interest group alignments
--Conducting a Policy Research Interview
--Using Language to Characterize and Calibrate
--Protecting Credibility
3 - Construct the Alternatives
4 - Select the Criteria
5 - Project the Outcomes
6 - Confront the Trade-offs; impacts of policy alternative failures
7 - Decide!
Advocate!
8 - Tell Your Story
Modified from: Bardach (2004).

Historical and Structural Contexts: The Political Realities of Policy

<p>WK 5 Feb. 13</p>	<p>✍ Anyon, Part III, pp. 9-14 + pp. 111-149. ✍ Cunningham, P. M. (1997). United States of America. In S. Haddad (Ed.). The legislative and policy environment (pp. 167-186). Dordrecht: Kluwer. ✍ Quigley, A. B. (1991). Exception and reward: The history and social policy development of the GED in the U.S. and Canada. <i>Adult Basic Education</i>, 1(1), 27-43. ✍ <i>Selected Dates of Historical Interest</i> (WebCT and in class) ✍ <i>An Historical Perspective: The AE Act, 1964-1974</i>. (WebCT and in class) ✍ Beder, H. (1994). Looking beyond the obvious: how the National Literacy Act translates to adult education policy at state level. In M. Hyams, et al., (Eds.), 35th Annual Adult Education Research Conference Proceedings (pp. 25-30). Knoxville: The University of Tennessee. Provided by instructor; not available on the AERC Homepage.</p>	<p>Theme: This unit explores, specifically, the U.S. and adult education policies.</p>	<p>NO CLASS Meet on WebCT</p> <p>Book/Article Review Due Feb. 13th – EMAIL to bobhill@uga.edu</p>
<p>WK 6 Feb. 20</p>	<p>✍ Anyon, pp. 151-200. ✍ The role of civic skills in fostering civic engagement: http://www.civicyouth.org/PopUps/WorkingPapers/WP06Kirlin.pdf <i>Video: The Voice of Discrimination</i> (2005) A 21 min. film on community efforts in the EU and UK to construct employment policies. ✍ Building, A. S. (1987). Environmental education--- Implications for public policy. <i>The Environmentalist</i>(2), 131-142. (Provided by the instructor). ✍ Miner, K. & Baker, J. A. (1993, May/June). Health educators</p>	<p>Theme: Policy Stakeholders and Other Actors in Learning: How Public Policies Get Constructed</p> <p>We will use this video to explore educational initiatives arising from Popular movements and the intersection with policy; The theme includes the notion that skills (writing, speaking, listening, etc.)—in addition to knowledge—are necessary for engagement in public life.</p>	

		as environmental policy advocates. <i>Journal of Health Education</i> 24(3), 141-144. Provided. (Provided by the instructor).	We may have time to look at environmental adult education and peace education, and their role in the policy process.	
WK 7 Feb. 27		<p><u>Video</u>: Jackson, Jesse. (1996). Eco-Racism. Dubbed from a television documentary. (40 minutes; will be viewed in class).</p> <p>✍ Anijar, K. (1998). Once upon a time when we were white---a rather Grimm fairy tale. In J.L. Kincheloe, et al. (Eds.). <i>White reign: deploying whiteness in America</i>. (pp. 245-267). NY: St Martin's Press. (Provided by instructor).</p> <p>✍ Cunningham, P. M. (19). Race, gender, class, and the practice of adult education in the U.S. (Chpt 7). In P. Wangoola & F. Youngman (Eds.). <i>Towards a transformative political economy of adult education</i> (pp. 139-159). Dekalb, IL: LEAPS.</p> <p>✍ Gelber, K. (2000). Hate crimes: Public policy implications of the inclusion of gender. <i>Australian Jour. Political Sci.</i>, 35(2), 275-289.</p>	<p>Theme: Advocacy, Exercising Power, & Public Participation in Decision Making</p> <p>White Reign: Adult Education Policy and the Missing Discourse on Race; This session has two related but distinct positionalities: (a) what is 'whiteness' and (b) how racism operates (using an example of ecoracism/ecojustice). We will explore the intersection of race with class, gender, and economic status in the context of environmental issues. Additionally, we will explore the power of naming---creating the "other" through representation. Do you see any connections with the Gulf Coast disaster?</p> <p>Unintended consequences of policy.</p>	

Exploring the Policy Cycle: Policy Design and Implementation – Case Studies

<p>WK 8</p> <p>Mar. 6</p>		<p>✍ See: http://www.publicagenda.org/firstchoice2004/firstchoice2004_gayrights.pdf</p> <p>✍ <i>Case Study Methodologies</i> (eReserve and in class) – Readings from <i>Eyes Right</i>, esp. the one on homophobia:</p> <p>✍ Hardisty, J. (1995). Constructing homophobia. In C. Berlet (Ed.). <i>Eyes right!</i> (pp. 86-104). Boston: South End Press. (eReserve and in class)</p> <p>✍ Holst, J. (1996, February). Struggling for democratic educational practices: the adult learning skills program and the campaign to stop the Focus on Quality Policy. In P. Cunningham, P. (Editor), <i>Critical perspectives. Selected papers from the Annual Leadership and Educational Policy Studies Symposium</i> (pp. 23-32). Dekalb: Northern Illinois University</p> <p>✍ Brugge, D. (1995). Pulling up the ladder. <i>Eyes right!</i> (pp. 191-209). Boston: South End Press. (eReserve and in class)</p>	<p>Theme: The National Issues Forum (NIF) and other Community Consciousness Raising Tools for Democracy. Think. Deliberate. Act.</p> <p>The NIFs are <i>similar</i> to Policy Issue Briefs. How do they differ.</p> <p>Note that Cunningham’s edited text, <i>Critical perspectives. Selected papers from the Annual Leadership and Educational Policy Studies Symposium</i>, has “policy” as one of its indexed key words. Why?</p>	<p>Social Policy Analysis Exercise (Mid-Term) Due March 6th</p> <p>Email to bobhill@uga.edu</p>
<p>Mar. 13</p>		<p>SPRING BREAK</p>		
<p>Policy Impact Studies & Promoting Awareness of Public Policies: Civic Skills Framework</p>				
<p>WK 9</p>		<p><i>Video:</i> Struggling to Survive (Appalshop: Appalachian Media Institute, 7 min.). The impacts of minimum wage policies in eastern Kentucky captured on film.</p>	<p>Theme: Lets look at <i>Policy Impact Studies</i></p> <p>See the doc: Promoting Awareness of</p>	

<p>Mar. 20</p>		<p>✍ Hart, M. (1996, February). The erosion of subsistence and motherwork. In P. Cunningham, P. (Editor), <i>Critical perspectives. Selected papers from the Annual Leadership and Educational Policy Studies Symposium</i> (pp. 18-22). Dekalb: Northern Illinois University.</p> <p>✍ Germain, G.B. (1996, February). Defining and restructuring work: implications for adult education. In P. Cunningham, P. (Editor), <i>Critical perspectives. Selected papers from the Annual Leadership and Educational Policy Studies Symposium</i> (pp. 10-17). Dekalb: Northern Illinois University.</p> <p>✍ Schied, F. (1996, February). Organizational learning and control: a critical examination of HRD and the politics of workplace discipline. In P. Cunningham, P. (Editor), <i>Critical perspectives, selected papers from the Annual Leadership and Educational Policy Studies Symposium</i> (pp. 62-67). Dekalb: Northern Illinois University.</p> <p>✍ Peterson, Shari & Cooper, Mary K. (1999). <i>Themes of Adult Learning and Development in Human Resource Development</i>. Access to this paper is through the AERC Homepage found at http://www.edst.educ.ubc.ca/aerc/index.htm.</p> <p>✍ Lawrence, W. (1996, February). Work, adult education and sites of resistance. In P. Cunningham, P. (Editor), <i>Critical perspectives. Selected papers from the Annual Leadership and Educational Policy Studies Symposium</i> (pp. 33-38). Dekalb: NIU.</p> <p>Sessions, K. B. (1999). <i>Living Outside the Circle: The Politics of HIV/AIDS Education and the Disenfranchisement of HIV-Negative Gay Men</i>. Access to this paper is through the AERC Homepage found at</p>	<p>Public Policies.doc (eReserve and emailed)</p> <p>Policy related to poverty, unemployment; literacy; workforce education and training; relationships between adult education policy and economic discourse</p> <p>“Economic correctness” and the changing notions of lifelong learning policy: coming to mean economic development; customer-driven adult education: the Workforce Investment Act;</p> <p>Organizational learning; HRD and the politics of the workplace; work discourse: changing places;</p> <p>The world is experiencing economic crisis/restructuring; Economic and social policy has shifted from full employment, social security, social equity and government intervention to international competitiveness, deregulation, privatization and lower government spending. These economic and political changes impact adult education policies; Explores the contest in adult education around HRD</p> <p>Globalization and economic policy.</p>	
----------------------------------	--	--	---	--

		http://www.edst.educ.ubc.ca/aerc/1999/99sessions.htm (This article is based on political planning theory)		
Stakeholders, Advocacy, Exercising Power, & Public Participation in Decision Making				
WK 10 Mar. 27		<p>✍ Khor, M. & LiLin, L. (2001). Innovative policy advocacy for indigenous peoples in the Philippines. (pp. 249-260). <i>Good practices and innovative experiences in the South: Vol. 2. Citizen initiatives in social services, popular education and human rights</i>. NY: St. martin's Press. (eReserve and in class)</p> <p>✍ Burt, B. J. & Neiman, M. (1987). Elite belief consistency and the effect of position in the policy-making process. <i>Western Political Quarterly</i>, 40(1), 121-136.</p>	Theme: The Role Of Communities And Public Participation In Adult Education Public Policy; Agitation, Advocacy, Resistance and Contest as Forms of Civic Participation	
Technology, Public Policy and Adult Education				
WK 11 Apr. 3		<p>✍ Spencer, B. (1997). Adult education on-line. Access to this paper is through the AERC Homepage found at http://www.edst.educ.ubc.ca/aerc/index.htm. Digital (ELECTRONIC)INFORMATION: The internet has numerous sites relevant to this course that you may want to visit. Please provide to the instructor any additional websites that you find particularly helpful.</p> <p>✍ <i>Understanding the digital divide</i> (2001). Excerpted from OECD.</p> <p>✍ Wagner, D. A., & Kozma, R. B. (2005). <i>New technologies for literacy and adult education: A global</i></p>	<p>Theme: The Role of Media & Information Communication Technologies in Policy Learning</p> <p>The electronic age-adult education policy on-line: comparative views</p>	None

		<i>perspective</i> . Paris: UNESCO. (Chpt. 5, Challenges for the future, pp.).95-103.		
WK 12 Apr. 10		<p><u>Video:</u> .</p> <p>✍ Wacker, B. L. & Daley, D. (1994, Oct./Nov.). Tug-of-war: Public policy and sexuality in the media. <i>SIECUS Report</i>, pp. 22-24.</p> <p>✍ Stone, A. (1998). Learning to exercise power: Computers and community development. Albany: State Univ. of NY Press. (Provided by the instructor).</p> <p>✍ On-line Colloquium on Lifelong learning found at: http://www.open.ac.uk/lifelonglearning/about.html. Select the article by Mary Thorpe, “Educational technology: new technology and lifelong learning.” The paper draws attention to issues of definition and scope in the use of both key terms in the title – “new technology” and “lifelong learning.”</p> <p>✍ US Congress, office of Technology Assessment (1993, July). Adult Literacy and the new technologies: tools for a lifetime. Washington, DC: US Government Printing Office. 27 pp. (OTA-SET-550). Pay close attention to pages 16-27, ‘Policy Issues and Options.’</p>	<p>Theme: Technology and Multimedia in Adult Education: Changing the Face of Policy and Practice</p> <p>We will look at the role of information gathering activities in adult learning; The impact that the convergence of information technology and telecommunications is having upon the learner, the teacher, the workplace, the education provider, communities and society in general</p>	
Critical & Postmodern Policy Analysis				
Wk 13 Apr. 17		<p>✍ Durish, P. et al. (1999). Civil Society, Cultural Hegemony, and Citizenship: Implications for Adult Educators Access to this paper is through the AERC Homepage found at http://www.edst.educ.ubc.ca/aerc/1999/99symp_durish.ht</p>	<p>Theme: Critical (Feminist) & Postmodern Politics and the Impacts on Social and Public Policy</p> <p>Public policy is based on “rationality”—</p>	<p>Marshall’s (1999) article show that “the powerful define the mainstream policy problems and determine the appropriate</p>

		<p>m</p> <p>✍ Shaw, K. M. (2004, Jan./Feb.). Using feminist critical policy analysis in the realm of higher education: The case of welfare reform as gendered educational policy. <i>The Journal of Higher Education</i>, 75(1), 56-79.</p> <p>✍ Marshall, C. (1999). Researching the margins: Feminist critical policy analysis. <i>Educational Policy</i>, 13(1), 59-76.</p> <p>✍ Aronowitz, S. (1987/1988). Postmodernism and politics. <i>Social Text</i>, 18, 99-115.</p>	<p>what happens to the policy process when modernist discourses are contested?</p> <p>If this topic interests you, you may want to read: Mazur, A. (2002). <i>Theorizing feminist policy</i>. NY: Oxford University Press.</p>	<p>concerns for research in education. Those in power have operated for years from a male-normed paradigm. As a result, the needs and contributions of women have been marginalized. This article uses frameworks from the politics of knowledge and discourse to analyze ways in which gender research has been controlled and depoliticized. It identifies ignored feminist research and then poses challenges to researchers (Abstract).</p>
<p>WK 14</p> <p>Apr. 24</p>		<p>✍ Mawhinney, H. E. (1995, August 2). Towards an archeology of policy that challenges conventional framing of the problem of violence in schools. <i>Canadian Journal of Educational Administration and Policy</i>, Issue #2, Retrieved from http://www.umanitoba.ca/publications/cjeap/articles/mawhinney.html</p> <p>✍ Hunter, S. (2003). A critical analysis of approaches to the concept of social identity in social policy. <i>Critical Social Policy</i>, 23(3), 322-344.</p>	<p>Foucault's notions of how power works through practices of surveillance, classification, exclusion, regulation, and normalization has immense implications for policy analysis. We will explore some of these in this session.</p> <p>Contesting the notion that policy is the process of political actors making calculated choices among clearly</p>	<p>Policy Issue Brief Class Project - Katrina Due April 24th</p> <p>Email to bobhill@uga.edu</p>

			conceived alternatives!	
WK 15 May 1		Summary of the Semester's Policy Learning and Activities; Class Presentations/Discussions on the Final Projects		Presentation and Discussion of the Final Project.