

Foucault, Qualitative Research and Educational Policy Analysis

Ed P&L 925.49

Call # 07876-3

Spring Quarter, 2008, Wednesday 1:30-3:48, Ramseyer 215

Patti Lather, Instructor

I dream of the intellectual destroyer of evidence and universities, the one who, in the inertias and constraints of the present, locates and marks the weak points, the openings, the lines of power, who incessantly displaces himself, doesn't know exactly where he is heading nor what he'll think tomorrow because he is too attentive to the present (Foucault, quoted in Peters and Besley, 2007, p. 159).

This course will look at the relationship between the thought of Michel Foucault and educational research in the context of policy analysis. Whether Foucault is read as historian or philosopher, structuralist or post-structuralist, critical or post-critical, his analysis of how power works through practices of surveillance, classification, exclusion, regulation and normalization has great implications for educational inquiry. How is the modern subject of knowledge produced by our very efforts to know it? How does a focus on the microphysics of power change our understanding of social practices? Of what use is Foucault's theory of governmentality in educational policy analysis? What happens to the "queer Foucault" in such matters? These and other questions will be addressed through the following readings in a seminar format where students will be expected to both co-lead class discussions and explore the implications of such questions in their emerging sense of research project.

Reading:

Required of everyone:

Michel Foucault, The Order of Things: An Archaeology of the Human Sciences. NY: Random House, 1970 (1966).

Why Foucault? New Directions in Educational Research, Michael Peters and Tine Besley, eds. New York: Peter Lang, 2007.

Sara Mills. Michel Foucault. London: Routledge, 2003.

Cop-Ez reader.

Choose one of the following "primary" sources:

Michel Foucault, Discipline and Punish: The Birth of the Prison, trans. Alan Sheridan. NY: Random House, 1978 (1975).

Michel Foucault, The History of Sexuality, Vol. I: An Introduction, trans. Robert Hurley. NY: Random House, 1978 (1976).

Michel Foucault, Power/Knowledge: Selected Interviews and Other Writings, 1972-1977, Colin Gordon, ed. and trans. NY: Pantheon. 1980.

Michel Foucault, Remarks on Marx: Conversations with Duccio Trombadori. Trans, R. James Goldstein and J. Cascaito. NY: Semiotext(e), 1991 (1981).

Choose one of the following “secondary” sources:

Gilles Deleuze, Foucault, trans. Sean Hand. Minneapolis: Univ. of MN Press, 1988 (1986).

David Halperin, Saint=Foucault: Towards a Gay Hagiography. NY: Oxford, 1995.

Geoff Danaher, Tony Schirato and Jen Webb, Understanding Foucault. London: Sage, 2000.

Susan Hekman, ed. Feminist Interpretations of Michel Foucault. University Park: Penn State Press, 1996. OR a more updated feminist edited collection on Foucault although these can be quite expensive e.g. Feminism and the Final Foucault, 2004 (50.00).

Andrew Barry, Thomas Osborne, and Nikolas Rose, eds. (1996) Foucault and Political Reason: Liberalism, Neo-liberalism and Rationalities of Government,

Eric Paras (2006) Foucault 2.0: Beyond Power and Knowledge. New York: New Press.

Recommended:

Catherine Marshall, ed. (1997) Feminist Critical Policy Analysis: A Perspective from Primary and Secondary Schooling. London: Falmer.

Nancy Campbell (2000) Using Women: Gender, Drug Policy, and Social Justice. NY: Routledge.

Wanda Pillow (2004) Unfit subjects: Educational Policy and the Teen Mother. NY: Routledge.

Jenny Ozga (2000) Policy Research in Educational Settings: Contested Terrain. Buckingham: Open University Press.

Gloria Ladson-Billings and Wm Tate, eds. (2006) Education Research in the Public Interest: Social Justice, Action, and Policy. NY: Teachers College Press.

Mark Olssen, John Codd and Anne-Marie O'Neill (2004) Education Policy: Globalization, Citizenship and Democracy. Thousand Oaks CA: Sage.

Student Assignments:

1. Participation in class discussion and debate on final reading as “symptom or remedy.” This entails a 2-3 page course evaluation that includes self-assessment of your own learning in and contributions to the class. 30%
2. 3-5 p. “book review” of “secondary” source on Foucault. Oral report due at midterm, along with submission by end of course to publication outlet. 30%
3. Write 8-10 p. paper on implications of Foucault for your emerging sense of project. Use course reading and discussion to inform your paper, with particular focus on second Foucault book that you choose. Present short oral report at midterm on emerging project. 40%

Policies and Procedures:

Absences: Contact instructor, preferably ahead of time, to arrange for make-up work.

Incompletes: Written request no later than last class meeting. Include time line for getting work done next quarter. Incompletes are evaluated with higher expectations, given additional time to do work, and I give minimal feedback.

Late work: not accepted without prior arrangement.

Course Schedule:

March 26: Instructor gone to AERA. Syllabus emailed out.

April 2: Questions regarding syllabus. Background on Foucault, qualitative research and educational policy analysis. Readings 1-6 plus The Order of Things up to p. 45.

April 9: Finish The Order of Things.

April 16: Putting Foucault to work I. Readings 7-10.

April 23: Midterm work due, including oral reports on emerging projects (everyone) and “secondary” sources. Catch up discussion: what have we learned so far? Emerging questions/critiques?

April 30: Putting Foucault to work II. Peters and Besley, chapters 1, 6, 7, 11, 12 & 13.

May 7: Putting Foucault to work III. Readings 11-14.

May 14: Mills book plus Weems review (Reading 15).

May 21: The Order of Things, second time around: What we know now that we didn't know before. Plus 3-4 unread chapters from Peters and Besley.

May 28: Debate on reading 16. Is Bensimon et al symptom or remedy of what Foucault is talking about in terms of the expansion of surveillance society? How might Ball (reading 16) answer this question? Final oral reports on uses of Foucault to your project.

Wednesday June 4: Final work due. Box in Ramseyer 122 by noon.

Reading Booklet
Foucault, Educational Research and Policy Analysis

Front material: assorted handouts, charts etc.

1. Leslie Miller (2008) Foucauldian Constructionism. Pp. 251-274 of Handbook of Constructionist Research, James A. Holstein and Japer F. Gubrium, eds. New York: The Guilford Press.
 2. IF PERMISSION IS GRANTED. Eric Paras (2006) Selections from Foucault 2.0 on The Order of Things, 7-9, 19-31 plus endnotes. NY: Other Press.
 3. DROPPED FROM BOOKLET. GET ON WEB YOURSELF. Walter Humes and Tom Bryce, (2003) Post-structuralism and policy research in education. Journal of Education Policy, 18(2), 175-187.
 4. Bradley A. Levinson and Margaret Sutton (2001) "Introduction: Policy as/in Practice--A Sociocultural Approach to the Study of Educational Policy. In Margaret Sutton and B. Levinson, eds., Policy as Practice: Toward a Comparative Sociocultural Analysis of Educational Policy. Westport, Conn: Ablex, 1-22.
 5. James Joseph Scheurich (1994) Policy archaeology: A new policy studies methodology. Journal of Education Policy, 9(4), 297-316.
 6. Georges Canguilhem (1997) Report [on Foucault's thesis]. Pp. 23-35 of Arnold Davidson, ed, Foucault and his Interlocutors. Chicago, University of Chicago Press.

 7. Nancy Campbell (2000) Governing Mentalities: Reading Popular Culture. Chapter 2 of Using Women: Gender, Drug Policy, and Social Justice. NY: Routledge, 33-54.
 8. DROPPED FROM BOOKLET. GET ON WEB YOURSELF. Mark Olssen (2003) Structuralism, post-structuralism, neo-liberalism: Assessing Foucault's legacy. Journal of Education Policy, 18(2), 189-202.
 9. Daphne Meadmore, Caroline Hatcher and Erica McWilliam (2000) Getting Tense about Genealogy. Qualitative Studies in Education, 13(5), 463-476.
 10. DROPPED FROM BOOKLET. GET ON WEB YOURSELF. Wanda Pillow (2003) 'Bodies are dangerous': Using feminist genealogy as policy studies methodology. Journal of Education Policy, 18(2), 145-159. PLUS 2001 grant application, "Education for School-Aged Mothers: A Qualitative Policy Analysis of School-Based Teen Pregnancy Programs"
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11. DROPPED FROM BOOKLET. GET ON WEB YOURSELF. Leon Tikly (2003) Governmentality and the study of education policy in South Africa. Journal of Education Policy, 18(2), 161-174.
12. Kari Dehli (2003) 'Making' the parent and the researcher: Genealogy meets ethnography in research on contemporary school reforms. Pp. 133-151 of Dangerous Encounters: Genealogy & Ethnography, Maria Tamboukou and Stephen Ball, eds. NY: Peter Lang.
13. Dan Butin (2006) Putting Foucault to Work in Educational Research: A Review Article. Journal of Philosophy of Education, 40(3), 1-20.
14. DROPPED FROM BOOKLET. GET ON WEB YOURSELF. Stephen Ball (2003) The teacher's soul and the terrors of performativity. Journal of Education Policy, 18(2), 215-228.

15. Lisa Weems (2005) Review (Sara Mills, *Michel Foucault*, 2003] Foucault Studies, #3, 144-149.

16. Estela Mara Bensimon, Donald E. Polkinghorne, Georgia L. Bauman and Edlyn Vallejo (2004) Doing research that makes a difference. Journal of Higher Education, 75(1), 104-126.

FOUCAULT ARTICLES TO BE READ FOR MAY 21 (not included in booklet)

1. Ian Hacking (2002) Chapter 4 of Historical Ontology, pp. 73-86 plus scattered pages. Cambridge MA: Harvard Univ. Press.
2. IF NOT READ EARLIER: Eric Paras (2006) Selections from Foucault 2.0 on *The Order of Things*, 7-9, 19-31 plus endnotes. NY: Other Press.