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**COMING TO TERMS WITH GLOBALIZATION:
HEGEMONY AND AGENCY IN BRITISH COLUMBIA SCHOOLS**

by
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**Thesis paper submitted to the
School of Graduate Studies and Research
in partial fulfillment of the requirement for the
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FOREWORD

Numerous authors in the fields of International Relations (IR) and International Political Economy (IPE) have pointed out the limits of contemporary theories in explaining the complexities of the globalization phenomenon. Greater attention to the construction of identity and to agency, it is proposed here, could well provide a more complete set of knowledge with which to better assess globalization. This thesis considers the place of Robert Cox's theory in understanding identity and agency in globalization. It examines the high school curriculum of Career and Personal Planning (CAPP), a course introduced in British Columbia, Canada, in September 1995. Through its messages to students, teachers and administrators, CAPP carries claims and assumptions about how individuals and communities in the contemporary world order construct who they are, as well as how they come to take action in matters that affect them.

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INTRODUCTION

Along with a litany of related terms--from the new world order, the new economy and the new international division of labour to post-industrial, post-Keynesian, post-fordist, post-modern, post-corporate, and even the end of history--the word "globalization" has become a common way to describe the nature of the world economy and the direction of politics in the late twentieth century. Of all these terms, it may well be the most popular, regularly employed by a growing number of academics, government officials, politicians, business leaders and media analysts.

Part of globalization's conceptual attraction seems to be due to the fact that potentially, it can mean many things at once. For instance, the term says something about a number of contemporary international phenomena, such as the multicontinental flows of capital, services, manufactured goods, data and ideas; the global reach of social movements, drugs, diseases and weapons; and the movement of people, most notably refugees, business professionals, tourists, workers and immigrants. However, with this diversity of meaning comes considerable confusion, as observers are unable to equate "globalization" with a specific set of events. Often it seems as if anything and everything taking place in the contemporary world can somehow be attributed to globalization.

Contemporary academic debates on globalization seem to be no less confused with the meaning of the term than any other forum. Indeed, ironically, if there seems to be a point of consensus in the literature of International Relations (IR) and International Political Economy (IPE) around globalization, it is related to the very lack of understanding of the term's meaning. In a number of cases, this confusion is attributed to the shortcomings of the various theoretical projects in IR/IPE. For W. Cox and C. Turenne Sjolander, both realism and structural materialism embody significant biases that blind these theories to the breadth of the globalization phenomenon. The authors note that "[w]hat our theoretical constructs permit us to see and what they hide from view are critical to the global complexities we help to decipher--and to shape"¹. Similarly assessing liberal and Gramscian schools of IPE theory, L.H.M. Ling argues that "both [these] strands of globalism share a common conviction: international relations is homogenizing"². For Ling, this commonality is symbolic of a theoretical barrier preventing scholars from understanding 'hybridity', thus failing to grasp the crucial intricacies in globalization. On a more popular level, Richard Barnett

¹Wayne S. Cox and Claire Turenne Sjolander, "The Global Village and the Global Ghetto: Realism, Structural Materialism, and Agency in Globalization" in Kurt Burch and Robert A. Denemark, *Constituting International Political Economy*, Boulder, Lynne Rienner, 1997, p. 141.

²L.H.M. Ling, "Hegemony and the internationalizing state: a post-colonial analysis of China's integration into Asian corporatism", *Review of International Political Economy*, (3) 1, Spring 1996, p. 2.

and John Cavanagh allude to the same dilemma of understanding when they remark that "[w]e are all participants in one way or another in an unprecedented political and economic happening, but we cannot make sense of it. We know that we are supposed to act globally, but it is hard enough to wrap the mind even around a city block, much less a planet"³.

This thesis looks into the question of globalization's meaning by proposing that what may in part be missing from IR/IPE theory is an adequate understanding of the way individuals and collectivities construct who they are in relation with the world around them, and with these self-definitions in mind, how they may choose to take action in matters that affect them. In fact, the way the world comes to be constructed by agents, and the way these agents construct their own identities, seems to consistently challenge the view of globalization as solely a uniform and uni-directional process. As it unfolds, globalization is just as characterized by local, dispersed and sharply divergent trends than by the more dominant view that it is a steady and systematic process towards homogenization. When an eye is cast to the events which comprise the contemporary global order, those who argue that globalization is solely a uniform process seem left with much to explain. Despite talk

³Richard Barnett and John Cavanagh, *Global Dreams*, New York, Simon and Schuster, 1994, p. 13.

of ideological convergence, people in different parts of the world may, and in fact do, choose to identify themselves with groups that include right-wing paramilitary movements and left-wing political parties chosen to form a government. Despite a belief that an interdependent world could erase divisions between peoples, local differences continue to be the source of both cultural meaning for most of the world's population, as well as ethnic violence and genocide. And despite a faith in the capacity of the global economy to distribute its benefits to all peoples, the material disparity between the world's richest and poorest citizens continues to grow larger⁴. Theoretical attention to identity and agency, then, appears as one way to ensure a more complete understanding of the globalizing process.

The theory of Robert Cox is well placed to provide insight into our inquiry on identity construction and agency in the global order, principally because he is a theorist who sees globalization as a multi-faceted, divergent and dialectical phenomenon. Cox defines globalization as a process encompassing both homogenization and the affirmation of difference. He founds his analysis of globalization in the global restructuring of production processes, explaining that these processes simultaneously benefit some and

⁴See United Nations Development Programme, *Human Development Report 1997*, London, Oxford, 1997; as well as the Human Poverty Index in United Nations Development Programme, *Human Development Report 1998*, London, Oxford, 1998.

marginalize many others. He relates globalization to the notion of hegemony, illustrating how a dominant order is capable of incorporating and absorbing opposing tendencies while reinforcing its position of power. Also, Cox offers explanations as to how identities are constructed in globalization, but stops short of offering a detailed picture of how agents might come to contribute to the building of a counter-hegemonic project. This thesis will seek to contribute to the development of theory on the construction of identities and the prospects for counter-hegemony in globalization, the place where Coxian theory appears particularly under-developed.

This thesis argues that the double logic of globalization as a hegemonic project, while attempting to construct a new hegemony on the foundations of a restructuring of production, also provides agents with the tools for counter-hegemony through: (1) the promotion of divergent constructions of identity; (2) the contradictory actions of states in both disabling and nurturing these identities; and (3) the simultaneous concentration and dispersement of authority and knowledge. This hypothesis will be demonstrated through an analysis of a new course introduced in British Columbia high schools in 1995, *Career and Personal Planning 8-12* (CAPP). CAPP is a mandatory course for all students that combines elements of career development and career planning with subjects related to a

student's personal growth and identity. It will be assessed employing a method of discourse analysis that will seek to expose the messages contained in the curriculum's various texts. CAPP is an especially telling case study on identity construction and agency in globalization because of its range of explicit and hidden messages to teachers and students that appear to contain suggestions of both opportunity and constraint.

Chapter one of this thesis will review the main elements of Cox's theory of globalization. It will take into consideration the author's conceptions of production, state forms, hegemony and agency. Chapter two will present and discuss the method to be employed in the text analysis of the CAPP curriculum. This method borrows from critical approaches in both Education and IR/IPE, serving to situate, assess and deconstruct the diverse messages of CAPP. Chapter three will study the written curriculum of CAPP, seen through the course's twin themes of Personal Development and Career Development. CAPP's range of messages on both economic and social subject matters carry suggestions as to which aspects of the course are most valued or marginalized, as well as those which tend to enable or restrict student involvement. Finally, chapter four of this thesis will assess the findings of the CAPP study in the context of what they are able to contribute to the understanding of

globalization theory, and specifically that of Robert Cox. In particular, it will assess the applicability of the thesis' central argument for future theorizations in the field.

CHAPTER ONE: ROBERT COX'S THEORY OF GLOBALIZATION

Through the range of his theoretical and interpretive writings, Robert Cox makes a significant contribution to the body of scholarly literature on globalization. As some have observed, Cox's insights into the globalization debates of International Relations (IR) and International Political Economy (IPE), while often marginalized by the mainstream and largely American academy, nonetheless rank among the most influential in the field⁵. While recognized among critical scholars as a theoretical reference point, the most telling indication of Cox's impact in IR/IPE may very well be the diversity in his readership, which has included attention from neo-realist, feminist and post-modernist scholars⁶.

Since the onset of the 1990s, "globalization" has come to represent the conceptual centrepiece in Cox's writing on the international political economy. In a significant portion of this theory, Cox stresses the dynamic, multi-faceted and dialectical nature of the globalization

⁵Claire Turenne Sjolander, "Critical World Politics: Defining Territory in a 'Placeless' Discipline", *Journal of Interdisciplinary Education*, vol. 2, 1998, p. 141.

⁶See Timothy J. Sinclair, "Beyond International Relations Theory: Robert W. Cox and Approaches to World Order", in Robert W. Cox, *Approaches to World Order*, Cambridge, Cambridge University Press, 1996, pp. 17-18, on the eminent scholar panel held on the work of Cox at the meeting of the International Studies Association, 1993. The range of panelists listed as presenting during the session is an illustration of Cox's relevance to a range of research projects within IR and IPE.

phenomenon. He describes globalization as a contemporary "complex of forces", applying to economic processes, state forms, social relations and cultural practices, "born of the crisis of the 1970s"⁷, encompassing tendencies towards both global homogenization and the affirmation of difference. Elaborating on the complexity of contemporary economic processes, he states that "there is no uniform global capitalism [but rather] distinct and rival forms of capitalism in the process of being reshaped by the internal struggles within different traditions of civilization"⁸. With similar balance, in considering the societal effects of these global processes, he argues that "[t]he internationalizing of production, as it penetrates into the peripheries of the world economy, benefits some social groups and disadvantages others"⁹. Further, as part of his dialectic, Cox sees the relationship between production and the state as more than simply a unidirectional reduction in a state's room for manoeuvre. Rather, he recognizes that just as production generates the social relations that form the basis of state power and world order, states are

⁷Robert W. Cox, "A Perspective on Globalization", in James H. Mittelman (ed.) *Globalization: Critical Reflections*, Boulder, Lynne Rienner, 1996, p. 23. See also Cox's note on p. 30.

⁸Robert W. Cox, "Civilizations: Encounters and Transformations", *Studies in Political Economy*, 47, Summer 1995, p. 16.

⁹Robert W. Cox, "The Global Political Economy and Social Choice", in Daniel Drache and Meric S. Gertler (eds.), *The New Era of Global Competition*, Montreal and Kingston, McGill-Queen's, 1991, p. 339.

simultaneously active in setting the terms and controlling the development of these very same production relations¹⁰.

This attention to globalization as embodying varied and divergent tendencies distinguishes Cox from more common and mainstream theorizations of globalization. Liberal theories, for instance, tend to portray globalization as a unidirectional and largely homogenizing process: "l'idéologie [libérale et dominante] de la globalisation", Cox tells us, "enseigne qu'il n'y a pas d'alternative, qu'il y a une logique économique inexorable à laquelle les forces sociales résistent à leurs risques et périls"¹¹. In these instances, it is considered that globalization incrementally integrates markets and steadily erases differences among nationalities. Furthermore, globalization is also considered by liberals to be a process that confirms the primacy of the market and puts an end to ideological pluralism, illustrated in part by the fall of the Communist bloc and the global spread of the liberal model of democracy. In the view of authors such as

¹⁰Robert W. Cox, *Production, Power and World Order*, New York, Columbia University Press, 1987, p. 4. Cox has nonetheless been criticized from within critical theory for maintaining adherence to a production-centred approach that universalizes the perceived effects of globalization and generalizes the anticipated responses of actors in the face of the phenomenon. For instance, see L.H.M. Ling, "Hegemony and the internationalizing state: a post-colonial analysis of China's integration into Asian corporatism", *Review of International Political Economy*, 3:1 Spring 1996, pp. 1-26; Wayne S. Cox and Claire Turenne Sjolander, "The Global Village and the Global Ghetto: Realism, Structural Materialism and Agency in Globalization", in Kurt Burch and Robert A. Denemark (eds.), *Constituting International Political Economy*, Boulder, Lynne Rienner, 1997.

¹¹Robert W. Cox, "Dialectique de l'économie-monde en fin de siècle", *Études internationales*, 21 (4), December 1990, pp. 694-695.

Francis Fukuyama, the world is growing ever closer to implementing the "right answers" which have been confirmed since the collapse of communism as the only living, viable alternative to free market capitalism¹². However, as was mentioned earlier, differences, contradictions and tensions continue to exist in the global order, be it ideologically; materially or otherwise. And because of his approach to globalization that takes seriously the potential for emerging contradictions and dialectics as part of globalization, Coxian theory is the most well-positioned to explain how identities and agents are constructed by, and how they in turn construct, the world order of which they are a part.

With the above in mind, a more thorough understanding of Coxian theory seems the first stage from which a clearer picture of identity construction and counter-hegemonic action in globalization may emerge. This chapter will seek to contribute to a better understanding of Cox's theory of globalization through a review of four of the author's key theoretical notions. The first two -- the restructuring of production and the internationalizing of the state -- are important to review here because together, they comprise the backdrop to Cox's theory of globalization. Understanding Cox's theory on the contemporary political and economic

¹²Francis Fukuyama, *The End of History and the Last Man*, New York, Avon, 1992, pp. 49-50.

order necessarily requires a knowledge of these ideas. In addition, both the production process and the actions of states play a role in the construction of hegemonic order, the shaping of identities, and the delineation of avenues for counter-hegemonic action. Since these last points -- hegemony on the one hand, and identity construction and counter-hegemonic action on the other -- are the principal subjects of this inquiry, this chapter will review these points with a view to a later assessment of Cox's globalization theory by drawing from both the observations of this chapter and the findings from the case study of CAPP.

A. Internationalizing of Production

The analysis of globalization must begin with the internationalization of production¹³.

Changes in economic processes during the latter half of the twentieth century represent the starting point, and the driving force, of Robert Cox's understanding of the globalization phenomenon. The origins of these changes are described by Cox as the *internationalizing of production*: a transformation from an "international economy" based on exchange, to a "world economy" founded in a global division

¹³Cox, "The Global Political Economy...", p. 336.

of the production process. Citing Madeuf and Michalet¹⁴ as having first conceptualized the distinction, Cox explains that the international economy, a product of classical economic theory, was primarily a connection of national economies, joined through the flow of goods, capital and currency. The world economy, in comparison, extends beyond this exchange model to become the sphere of production and finance organized transnationally, resulting when "capital considers the productive resources of the world as a whole and locates elements of complex globalized production systems at points of greatest cost advantage"¹⁵.

More than a generalized economic process, then, globalization for Cox is most specifically about the contemporary restructuring of production. Across historical periods, he argues, changes to production condition changes in social relations of production, state forms and world order¹⁶. In this sense, Cox's historical periods are easily comparable because of the similar patterns they follow in world order formation. For instance, Cox points out that "[i]nternational production currently plays the formative role in relation to other structures of states and world

¹⁴Bernadette Madeuf and Charles-Albert Michalet, "A New Approach to International Economics," *International Social Science Journal*, vol. 30, no. 2, 1978, pp. 253-283.

¹⁵Cox, "The Global Political Economy...", pp. 336-337.

¹⁶Cox, *Production, Power...*, p. 4.

order that national manufacturing and commercial capital played in the mid-nineteenth century"¹⁷.

Inquiring into the contemporary order, then, begins no differently for Cox than it would in any other period. He first considers changes in production, identifying internationalization as a shift from a fordist to a post-fordist mode of production, and then gives further attention to certain significant consequences of this restructuring¹⁸. For Cox, during the fordist period, production in advanced capitalist countries involved standardized, repetitive and fractionalized activities made possible by technological advances, employing an easily trained working class in large enterprises, an environment favourable to unionization¹⁹. "La production à la chaine", Cox tells us, "allait de pair avec la consommation de masse, donc avec une politique salariale et fiscale pour maintenir la demande populaire"²⁰. As a domestic production model, fordism also served as the basis for world order, as national units agreed to regulate international economic transactions, most notably through the Bretton Woods institutions, to serve the state-based system. A national, tripartite entente emerged between capital, labour and the state, where the role of the state

¹⁷Cox, "Social Forces...", p. 233.

¹⁸The most direct instance of Cox describing contemporary phenomena as "consequences" of economic globalization is found in Cox, "Critical Political Economy", pp. 40-43.

¹⁹Cox, "Dialectique...", pp. 695-696.

²⁰Cox, "Dialectique...", p. 696.

was to insulate the national economy from external turbulence. This arrangement led to the overlapping and the reinforcement of the nation-state as the foremost unit of politics, at once by supporting capital in its drive to accumulate, and by gaining legitimacy in the minds of the public by assuming a regulative and distributive role that served to "moderat[e] the negative effects of accumulation on welfare and employment"²¹. In short, as a mode of production, fordism supported state sovereignties by buttressing them with a captive national economy and a population with a growing buying power for domestic goods.

In contrast, post-fordism "trouve son origine dans une période de haute concurrence pour des marchés plus divers et plus spécialisés"²². With the crisis of 1973-74 came the argument that business required new conditions for competitiveness if capitalist development was to reverse the stagnant, inflationary trend in the economy. The restructuring of production that followed was fuelled by the knowledge that delocalization would bring lower production costs, thus restoring profit margins and facilitating renewed levels of private investment. The resulting internationalized, or post-fordist, production process would prove less repetitive and less structured than fordism. Because of this change, capital was more mobile and

²¹Cox, *Production, Power...*, pp. 281-282.

²²Cox, "Dialectique...", p. 696.

flexible. Liberated from the tripartite entente, it was able to transform production into a global web. This meant knowledge and capital-intensive aspects of production were geographically separated from intermediary production or final assembly, each located in sites most likely to enhance profitability. Within this new conjuncture, the state's role also underwent a transformation; formerly acting as a buffer between national and international economies, its primary function was now to render the national economy as inviting as possible to these new mobile investment flows, and to facilitate the integration of domestic capital into the world economy by adapting national economic policies to conform with global norms.

B. Changing State Forms

Through the application of his theory, then, there are a full range of consequences that for Robert Cox are associated with the internationalizing of production. In varying ways, especially with regard to the advanced capitalist countries, this restructuring affects economic and social policy formation, consumption patterns, the availability and quality of employment, income distribution, labour militancy, categories of identity and opportunities available for opposing hegemonic order. Intertwined with many of these consequences, at times initiating and at times

reacting to the globalizing thrust, are the new forms of state that emerge in advanced capitalist societies as production changes.

First, Cox identifies the differences between state forms in globalization. In advanced capitalist countries, two forms of state are related to the new mode of production. "La conception [de l'état] la plus conforme aux principes de la globalisation", Cox tells us "est ce qu'on peut appeler l'hyperlibéralisme -- le démantèlement de toute contrainte étatique sur les mouvements de capitaux"²³. Hyperliberalism represents the most pure form of state to promote capital's new global reach. At its most basic level, it is described as a separation between state and economy, where a strict minimum of state intervention into the economic sphere takes place. In the tradition of classical economic liberalism, the hyperliberal state is either fully disengaged or considerably removed from redistributive and regulatory functions exercised by its neo-liberal, or Keynesian, predecessor. However, Cox stresses that this tendency towards a complete withdrawal of the state must not be understood as simply in reaction to capital's demands for more freedom. Rather "the hyper-liberal tendency actively facilitates a restructuring"²⁴ in the state's role, just as the neo-liberal state had earlier played a key role in the

²³Cox, "Dialectique...", p. 697.

²⁴Cox, "The Global Political Economy...", p. 343, emphasis added.

creation of the international institutions that would eventually call for the dismantling of the neo-liberal entente. To this end, it confronts labour as it seeks to undermine the tripartite entente, leading to wage reductions and unemployment, and reduces its responsibilities to disadvantaged groups previously compensated for the structural imperfections of the market economy. The hyperliberal state, in short, is best described as a willing and active partner, "an ally of capital"²⁵ in Cox's words, in the process of freeing capital from national boundaries and restrictions.

In contrast with the hyperliberal state, the state capitalist tendency promotes a fusion of state and economy, in that it emphasizes the possibility of reconciling a global market model of growth with a state mandate for both promoting the competitiveness of national industries, and for redistributing the 'burdens and benefits' associated with this economic success. Like the hyperliberal state, the state capitalist approach Cox develops considers the state to be actively assuming its role. But rather than an engaged and generalized hyperliberal dismantling, state capitalism distinguishes between sectors which are to be integrated into the global market and those which are considered may benefit from subsidization or inducements for research and innovation, and plans its interventions accordingly.

²⁵Cox, *Production, Power...*, p. 347.

Despite this new dynamic of state intervention rejoining state and economy, state capitalism's capacity to include marginalized groups in a new social contract seems uncertain for Cox. While the legitimacy of the state capitalist order resembles the neo-liberal model in its dependence on state redistributive capacities, Cox points out that its historic bloc would be more exclusive, and more fragile, than that of neo-liberalism. Because of the restructuring of production, certain marginal groups would grow in numbers, and a new state capitalist entente would tend to limit their participation in order to maintain conventional support for its agenda of economic efficiency. While preferable to hyperliberalism in the medium term, Cox considers state capitalism's long term viability as nevertheless precarious, because of the challenge it poses to democratic principles and the potential for opposition from the growing ranks of social groups it marginalizes.

In addition to the differences apparent between advanced capitalist state forms in globalization (hyper-liberal and state capitalist), Cox also considers that important differences exist within states. The internationalizing state, he argues, is not a homogeneous entity, and its various engagements with the economy and society are not always affected in the same manner as globalization takes place. For instance, economic

globalization promotes the decline in influence of state agencies that were prominent in domestic policy development during the corporatist entente of the post-war period, while simultaneously internationalizing other sectors. Here, Cox argues that "domestic-oriented agencies have been subordinated to ministries of finance and offices of presidents and prime ministers that provide the direct links between world-economy negotiations...and the development of national policies"²⁶. Further, while certain agencies 'engage to disengage' the state from any regulatory role with respect to the economy, the demand for intervention elsewhere, in particular to maintain social order, may indeed increase. Cox notes that the tendency toward a *laissez-faire* philosophy is especially prominent among those elements in the state which interact with populations that benefit from the internationalization of capital. In other cases, "globalization [leaves] understood but unstated the need for repressive police and military force to prevent destabilization of the world economy by outbursts of protest from the disadvantaged outsiders"²⁷.

²⁶Cox, "The Global Political Economy...", p. 337.

²⁷Cox, "A Perspective on Globalization", p. 23.

C. Globalization and Hegemony

In addition to what we have referred to here as the background elements of production and state forms, any representation of Cox's theory of globalization also requires an understanding of his discussions on hegemony. Cox's insights on hegemony serve to deepen our appreciation of the foundations to globalization's strength and resilience.

First, in a manner similar to earlier discussions on globalization, hegemony embodies a dual logic that supports and reproduces dominance while offering concessions to would-be opponents of the order and permitting difference. These concessions "could lead ultimately to...preserve capitalism while making it more acceptable to workers and the petty bourgeoisie"²⁸. Likewise, the mechanisms or carriers of this hegemony, including the education system according to Gramsci²⁹, "embody rules which facilitate the expansion of the dominant economic and social forces but which at the same time permit adjustments to be made by subordinated interests with a minimum of pain"³⁰. Second, hegemony exercises its power through an unequal combination of consent and coercion. Consensual participation in the order, Cox tells us, is the norm with hegemony, while

²⁸Cox, "Gramsci, Hegemony...", p. 163.

²⁹Cox, "Gramsci, Hegemony...", p. 164.

³⁰Cox, "Gramsci, Hegemony...", p. 172.

coercion and force are more rarely called upon. "To the extent that the consensual aspect of power is at the forefront, hegemony prevails. Coercion is always latent but is only applied in marginal, deviant cases. Hegemony is enough to ensure conformity of behaviour in most people most of the time"³¹. Last, hegemony's conceptual strength means that for any agent attempting to articulate real alternatives to the order, the potential pitfalls are considerable. Cox tells us that "[h]egemony frames thought and thereby circumscribes action"³². To those still willing to act, other hazards remain, such as "the pressures and temptations to relapse into pursuit of incremental gains for subaltern groups within the framework of bourgeois hegemony"³³. Indeed, Cox reminds us, "[h]egemony is like a pillow; it absorbs blows and sooner or later the would-be assailant will find it comfortable to rest upon"³⁴.

D. Identity Construction and Counter-hegemonic Action

Cox's inquiries into globalization also seek to identify the ways in which individuals and collectivities interact with the complex of changes taking place around them. As a historical materialist and a critical theorist,

³¹Cox, "Gramsci, Hegemony...", p. 164.

³²Robert W. Cox, "Multilateralism and World Order", *Review of International Studies*, no. 18, 1992, p. 179.

³³Cox, "Gramsci, Hegemony...", p. 165.

³⁴Cox, "Gramsci, Hegemony...", p. 173.

Robert Cox proposes a certain set of responses to such an inquiry. His academic project is concerned with advancing progressive social action by "seek[ing] out the contradictions within the existing order, since it is from these contradictions that change could emerge"³⁵. Thus, Cox's critical study begins with structures, looking for "evidence of changes in the frameworks"³⁶ that set limits for thought, constrain or enable action. To be certain, Cox's approach is dialectical; structures are created by collective human action, while simultaneously defining and shaping such action. But to allow for historical explanation to begin, this conceptual movement must be arrested, and by Cox's own admission, his chosen point of arrest is the structures and practices of *production*³⁷.

Any analysis that aims to understand Cox's theory of agency, then, must consider how production conditions identity construction and potential collective action. To be clear, while structures and practices of production occupy a primary place in Cox's theory, first among a number of factors affecting how social groups define themselves, the essence of the relationship that Cox proposes between production and agency is more than simply a privileged correlation. Indeed, for Cox, the position of an individual or group in relation to production *shapes and defines* how

³⁵Cox, *Production, Power...*, p. 393.

³⁶Cox, *Production, Power...*, p. 395.

³⁷Cox, *Production, Power...*, pp. 4-5.

they understand themselves and how they come to *construct* their identities, favouring greater proximity with some categories of attachment while equally marginalizing others.

Because production has become more globally fragmented and dispersed in the contemporary order, Cox tells us that a working class identity is segmented by new loyalties to race, gender, religion and geography. But while the place of each of these categories changes over time, Cox does not problematize the very role played by production in constructing identities: its primacy and influence remain constant. And while his inquiries seek, on occasion, to address "the question of the motive force for change"³⁸ in history, suggesting that globalization may have necessitated a certain questioning of the working class as the principal social force, he is quick to re-affirm old allegiances and state that "it is possible to see how changes in production become the basis for social movements for change, and for new forms of state and of world order"³⁹. At most, Cox sees the affirmation of 'other' categories of identity as masking the relevance of a still formative production process:

In the new emerging social structure, categories defined solely in relation to production are complicated by the categories of gender, ethnicity, religion and region, since these are often the basis for segmentation. These categories do not replace production as a

³⁸Cox, "The Global Political Economy...", p. 336.

³⁹Cox, "The Global Political Economy...", p. 336, emphasis added.

primordial factor in the structuring of society. They have become intermediate factors, the basis for self-awareness of group identities, between production relations and social forces⁴⁰.

For Cox, then, all other aspects of human identity and collective action, even in the contemporary global order, are initially set within the context of the power relations of production. This worldview means that Cox is able to 'see' a range of social forces -- he mentions immigrants and refugees, women, indigenous peoples, trade unions, ecologists and peace activists as segments of a global popular sector -- but continues to categorize them in terms of how they ultimately interact with the production process.

As has been mentioned, Cox's critical project is concerned first with identifying the extent of structural contradictions found within a dominant order, in order to consider the spaces for change that the given conjuncture creates. In these spaces, Cox acknowledges the struggle of popular movements, collectivities of citizens, who mount and sustain counterhegemonic action against a dominant societal thrust. Here, Cox regularly makes the claim that the power relations he describes comprise an *open system* in that structural conditions do not in any way pre-determine change, or system maintenance. In Cox's theory, the long term stability of the order, or the emergence of a

⁴⁰Cox, "The Global Political Economy...", p. 336.

counterhegemonic movement in this system, depends rather on the continuous action by collectivities at all levels of society, in dialectical relation with the structural conditions in which they exist. However, upon closer examination, Cox's definition of an open system of social action, where agents would, in theory, articulate their opposition from various more marginalized points of reference in relation to the given order, does not make room for all social actors. Rather, it sets clear parameters that legitimize some forms of action while simultaneously neglecting others. Consistent with Cox's worldview discussed earlier, actors are expected to behave in certain ways in certain settings, that is, take action in response to their economic marginalization, if they are to contribute to a counterhegemonic movement. Indeed, Cox even suggests that any action that is not founded in an opposition to production risks serving the dominant order:

The new masses of low-paid, insecurely employed, unprotected workers are segmented into groups defined by gender, ethnicity, religion, and national origin. They often perceive each other as enemies, rather than blaming the system which subordinates them all. Segmentation perpetuates their political and economic weakness.⁴¹

Ultimately, for Cox, the 'intermediate' identities of these collectivities -- their attachments to gender, ethnicity,

⁴¹Cox, "The Global Political Economy...", p. 340.

religion and region -- must give way to a common project defining itself by its opposition to the internationalization of production. If not, Cox affirms that these groups will remain divided until "they can merge their consciousness and concerns"⁴², to better understand the extent to which their marginalization is a common, production-driven experience.

E. Conclusions

This chapter has explored Cox's theory of globalization through the conceptual categories of production, state forms, hegemony and finally, identity construction and counter-hegemony. Reviewing the concepts comprising the core of Cox's theory -- the restructuring of production and the internationalizing of the state -- we can make two observations about his view of globalization. First, and most evident of the two, is that for Cox globalization is driven primarily by changes to the *production process*. From an international economy where production was mostly national and exchange was international, Cox describes a formative world economy where the internationalization of production conditions state forms and social relations on a global scale. Second, from his writings on the state reviewed above, we can conclude that Cox's theory recognizes

⁴²Cox, "The Global Political Economy...", p. 335.

that differences between and within states exist even as production is restructured. Cox considers that states may take different forms, make distinct choices and indeed play a role in *conditioning production relations*, without neglecting the context of changes in global production and the place of power in the system.

In terms of his notions of hegemony, identity construction and agency, the messages emerging from this review of Cox's thought are twofold. First, as a hegemonic project, globalization acts to facilitate and reproduce dominance while also being capable of accomodating difference and granting concessions to dissenting groups. Second, in addition to hegemony's capacity to incorporate and effectively diffuse dissenting voices, prospects for effective counter-hegemonic action in the global order seem further limited by the conjuncture of elements considered necessary for any counter-hegemonic project to be effective. Cox suggests that a segmentation in social identities, brought about by the re-organization of production, diminishes the potential of the counter-hegemonic project, as long as these groups continue to base their self-awareness on these "secondary" categories.

Thus, we have claimed that Cox is well placed to comprehend a number of the complexities posed by the theorizing of globalization. However, a theory of hegemony

which emphasizes the order's capacity to absorb and co-opt opposition, combined with a view of identity construction that considers "secondary" categories to be a barrier to future prospects for change, does not explain how, or from what, a counter-hegemonic project may begin. With a strong theory of hegemony, Cox stops short of developing an equally complete view of the emergence of counter-hegemony in a given global order, of how globalization's new agents actually interact with the given order and how their "secondary" identities affect the ways they come to strengthen, or come to challenge, hegemony. In these respects, the analysis of Career and Personal Planning (CAPP) will seek to make an important contribution to Cox's understanding of the globalization phenomenon.

CHAPTER TWO: CAPP AND APPROACHES FOR ITS STUDY

Education reform in British Columbia, including the changes which led to the introduction of CAPP in 1994, took place in both an explicit and implicit climate of globalization. Papers commissioned by the British Columbia Royal Commission on Education (BCRCE), completed in 1988, cited transformations in the economy and in the ethnic background of the province's population as part of the background for the changing roles of schools⁴³. And while changes to the 'world of work' were identified as part of this rationale for education reform, the BCRCE did not include in its recommendations any explicit calls for a greater focus on employability skills or job training in the education system.

Arguments linking globalization with the need for a new economic relevance in education, while having been invoked since the BCRCE⁴⁴, were articulated with an increasing

⁴³The British Columbia Royal Commission on Education is considered by many to have set the stage for subsequent changes in the province's education system. See Mike Crawley, *Schoolyard Bullies*, Victoria, Orca Books, 1995. In response to the Royal Commission, the government introduced new policy in September 1989 that came to be known as *Year 2000*. This was replaced by the policy package that included CAPP, the *Kindergarten to Grade 12 Education Plan*. For literature on the Royal Commission and the government response, see John Calam and Thomas Fleming, *British Columbia Schools and Society*, Commissioned Papers: Volume 1, Victoria, Royal Commission on Education, May 1988; Thomas Fleming, "Prospects for Schools: The 1988 Royal Commission on Education", *Education Canada*, Spring 1990, pp. 10-15, 25.

⁴⁴See especially British Columbia, *Reports of Working Groups: The Working Group on Business and Education*, Commissioned Papers: volume 7, Victoria, Royal Commission on Education, April 1988. This is not to say that a business perspective on the education system was never present before the Royal Commission. As Judith Stamps (1988) points out, the Consumer Education course offered in British Columbia schools throughout

frequency and new fervour after 1991⁴⁵, as criticism for the government's response to the BCRCE grew. Then, for the first time after years of media attention on the internationalization of trade, the 'skills shortage' and the province's loss of competitiveness, the discourse became more than words in 1994. Career and Personal Planning was a key component of the *Kindergarten to Grade 12 Education Plan* announced in September 1994. CAPP, a curriculum related to career and personal development issues and written before a backdrop of changes in society and schools, can thus be considered a product of a certain time and place, the result of numerous "political, economic and cultural activities, battles and compromises"⁴⁶. In this sense, it can be considered an example of a *political artefact of globalization*, and thus serves to provide insight on a number of questions that carry a significance beyond the subjects of education, work training or life-skills development.

As introduced earlier, this thesis follows the approach that as an artefact of globalization, CAPP's discourse

the 1980s until 1994 contained many presuppositions about the workings of the economy and the state. The argument here, however, is that only after the Royal Commission, indeed only after Year 2000 initiatives three years later, did a curriculum contribute to certain notions of a new global economy, considering student learning as preparation for participation.

⁴⁵For an analysis of the debate on education surrounding the 1991 provincial election, as well as the growing opposition to Year 2000 from 1991-1993, see Mike Crawley, *Schoolyard Bullies*, Victoria, Orca Books, 1995, pp. 67-89, chapters 5 and 7.

⁴⁶Michael W. Apple and Linda K. Christian-Smith, *The Politics of the Textbook*, New York, Routledge, 1991, pp. 1-2.

conveys certain normative, yet often complex and contradictory positions about work and the economy, self-identity, and agency. The building blocks of this discourse, the "messages" themselves, are found in the explicit and implied meanings of CAPP's written curriculum. In order to gain an understanding as to how the messages conveyed by bodies of text such as CAPP are discerned, this chapter has two objectives. First, it will introduce CAPP and outline its main objectives and components. Following this introduction, a combination of critical approaches to the study of text, discourse and hegemony, present in International Relations scholarship but more often applied to textbook and curriculum evaluation in the field of Education, will be considered as the most appropriate method to situate and deconstruct the diverse messages of CAPP. A certain number of especially relevant texts describing these approaches will be reviewed, providing insight on the specific techniques to be used in the deconstruction of CAPP's discourse.

A. Career and Personal Planning in British Columbia

After one year of a pilot project in selected British Columbia schools, CAPP was introduced throughout the province in September 1995. It was a key element in the government's new education policy unveiled by the Premier in

September 1994, entitled simply *The Kindergarten to Grade 12 Education Plan*, a policy which included new course initiatives in science and technology, applied skills and information technology. Two courses previously part of the curriculum, *Consumer Education* and *Learning for Living*, were eliminated and incorporated into the new initiative. In addition, CAPP included new themes related to skills development, planning and work experience and symbolized a shift away from theory, toward greater relevance for "real life" preparation. A Ministry press release which announced the launch of the Kindergarten to Grade 12 draft proposal began with the statement "More structure and a greater emphasis on career planning highlight proposed changes to the intermediate and graduation programs in BC public schools"⁴⁷. Other Ministry documents describe the course's rationale as a way to "prepare [students] to deal with a world of complex, ongoing technological change, continuous challenge, expanding opportunities and intricate social evolution"⁴⁸. CAPP was being presented to the public as part of the government response to a perceived skills crisis: one initiative in a series of necessary measures as British Columbia adjusted to the new global economy.

⁴⁷Quoted in *Schoolyard Bullies*, p. 135.

⁴⁸British Columbia, Ministry of Education, *Career and Personal Planning 8-12. Integrated Resource Package 1995*. Victoria, Queen's Printer, 1995, p. 4.

CAPP is divided into three themes, or curriculum organizers: the Planning Process, Personal Development and Career Development. In grades 11 and 12, a fourth organizer, Work Experience, also becomes mandatory. Each organizer is to be equal in importance and in course time, and represents a subject matter that the Ministry deems important to communicate to students. Thus, in grades 8 through 10, 60 hours of class time is allocated for each year of CAPP, and divided equally between the three organizers. In grades 11 and 12, the timetable for CAPP is combined into a single programme, made part of the Foundation Studies credits required for graduation. Students must complete four credits of CAPP to meet these requirements: 30 hours of Work Experience (giving one credit), and one credit each for the Planning Process, Personal Development and Career Development organizers. The details of each course theme are outlined for teachers in the Ministry's 258-page 'Integrated Resource Package' entitled *Career and Personal Planning 8 to 12*, the accompanying guides *Selected Strategies for Instruction*, *Organizing for Instruction* and the *Work Experience Handbook*, the last of which is specifically intended for the work experience segment. Together, these components of the Resource Package form the provincial curriculum for Career and Personal Planning.

In the first theme of CAPP, *The Planning Process*, students develop their abilities to gather and record

information, plan and make decisions and identify, evaluate and refine their desired educational, career and personal goals⁴⁹. This theme allows students to reflect on their plans and priorities, and record their learning and development from the other themes of the course which deal more specifically with personal and career-related subjects. This recording process is called the 'Student Learning Plan', and its completion is one of the four requirements for graduation. From Grade 8 to 12, students update and revise it, and implement the necessary changes in their personal and career choices.

The second theme, *Personal Development*, covers a wide range of material from physical and mental health to child abuse, substance abuse and injury prevention. Personal Development seeks to develop in students "the knowledge, attitudes, and skills needed to lead healthy and productive lives"⁵⁰. This is achieved, for instance, through an appreciation of "balanced, healthy lifestyles", "an appropriate sense of personal worth" and a "capacity to assess, prevent, and resolve abusive situations"⁵¹. Also included is a sub-theme on Family Life Education, geared to "develop students' understanding of the role of the family and capacity for responsible decision-making in their

⁴⁹*Ibid.*, p. 5.

⁵⁰*Ibid.*, p. 5.

⁵¹*Ibid.*, pp. 127-133.

personal relationships"⁵². Previously, the content areas incorporated in Personal Development were part of the Learning for Living curriculum, a course introduced in BC schools after the BCRCE which concentrated on a comprehensive view of student, school and community health. Learning for Living also included other components on careers and human reproduction which were not included in the new Personal Development sub-theme of CAPP⁵³.

Third, the organizer entitled *Career Development* concentrates on three sub-themes. Career awareness enables students to understand the relation between personal characteristics and careers, leading to "a realistic and expanded sense of existing career possibilities"⁵⁴. Career exploration leads students through subjects such as the changing nature of work in order for them to gain a broader understanding of the relation between their learning and education, career and personal goals. Third, to develop a more specific understanding of what is needed to succeed in the workplace, Career preparation concentrates on "specific skills that students need to find, secure and keep a job"⁵⁵. These include performance and behavioural expectations, academic, teamwork and personal management skills. In all, the Career Development organizer assumes a more central

⁵²*Ibid.*, p. 130.

⁵³The CAPP documents, *Ibid.*, p. 2, mention that the human reproductive biology content area will be addressed in science.

⁵⁴*Ibid.*, p. 7.

⁵⁵*Ibid.*, p. 7.

place in CAPP than it did in Learning for Living, where it represented only one of seven themes. Career Development in CAPP provides the classroom study of workplace skills that will later be applied in the course's fourth theme, *Work Experience*.

For the Ministry, Work Experience consists of a minimum of 30 hours spent in one, or any combination of the following activities: on-site work experience, job shadowing, career mentoring, electronic work experience, career seminars, student employment, community service or entrepreneurship. These activities are most often school arranged, but can be non-school arranged, meaning that students' past or present activities in these areas may qualify for credit⁵⁶. For the Ministry, the goal of this organizer is to "provide real-life, practical context for exploring one or more community-based work situations", and to "meet the needs of students by preparing them for the transition from secondary school to the world of work or further training and education"⁵⁷. Through these goals, students are to explore the career directions that they identified in their Student Learning Plans and "practise the critical skills required of the Canadian and international

⁵⁶A student's activities count as valid work experience when the placement relates to the student's learning plan. Ultimately for the Ministry, it is the school that decides this question. See British Columbia, Ministry of Education, *Career and Personal Planning...*, pp. 2-3.

⁵⁷*Ibid.*, p. 7.

workforce"⁵⁸. Through government and media promotion, the work experience segment of CAPP has been one of the most publicized and most positively received programmes of the new education plan launched in September 1994--not necessarily the most discussed or debated.

These four Ministry organizers are translated into classroom teaching through a number of *learning outcomes*. Learning outcomes are statements which summarize what students are expected to achieve during the various units of a course, and serve as guidelines for both teachers and students to measure student development. For students learning about the planning process, for instance, learning outcomes tend to clarify the idea of the student learning plan by making statements like "It is expected that students will demonstrate the ability to set short- and long-term goals and to share them with others", or "It is expected that students will demonstrate an ability to select appropriate information to implement their plans"⁵⁹. Learning outcomes for the other organizers are phrased in similar statements, such as "It is expected that students will demonstrate a willingness to examine, explore, and set personal goals for a healthy lifestyle"⁶⁰ or "It is expected that students will identify career opportunities in a

⁵⁸*Ibid.*, p. 8.

⁵⁹*Ibid.* pp. 123-125.

⁶⁰*Ibid.*, p. 127.

changing society"⁶¹. Appendix A presents the complete set of learning outcomes for each of the four course organizers from Grade 8 to 12.

While CAPP introduces new subject matter into British Columbia schools, it also represents a new Ministry approach to implementation. This is especially evident in two ways. First, there is no provincially assigned textbook for the course. As a result, teachers are to base their instruction on a wide range of resources and methods, beginning with the Integrated Resource Package, which includes the prescribed learning outcomes, a Ministry recommended list of print, video and multimedia resources and a collection of strategies for classroom instruction. The Ministry documents stress that CAPP requires an expanded approach to instruction which includes community and family involvement, a healthy school environment and an appreciation of the varied learning styles of students⁶². Without a textbook, the document *Selected Strategies for Instruction* suggests that teachers will combine direct instruction with other techniques such as role plays, debates, self-directed learning, field studies and group work⁶³.

⁶¹*Ibid.*, p. 141.

⁶²British Columbia, Ministry of Education, *Career and Personal Planning...*, pp. 9-11.

⁶³British Columbia, Ministry of Education, *Selected Strategies for Instruction: Career and Personal Planning 8-12*, Victoria, Queen's Printer, 1995.

Second, and of note, there is no provincially mandated formula or structure for the course's delivery. As with all courses in the province, students must complete 60 hours of studies, but how this is done, where it is distributed in the timetable and in the school year is the decision of each individual school district. The Ministry's documents give a number of examples of how different school districts have chosen to organize their instruction around CAPP, but do not oblige anyone to adopt a particular strategy⁶⁴. Examples given represent the full range of organizing strategies, from a 60 hour unit of classroom instruction given at the beginning of the year by certain interested teachers, to full integration into the regular timetable.

B. Critical Methods in Discourse and Curriculum Evaluation

In Education, scholars have participated in a long and energetic debate over the role assumed by schools in the legitimation of knowledge. In *The Politics of the Textbook*, Michael W. Apple and Linda K. Christian-Smith discuss key elements of this debate, and sketch out a general approach to the critical analysis of curricula. While the mainstream literature continued to evaluate texts and curricula independently from the larger social relations surrounding

⁶⁴British Columbia, Ministry of Education, *Organizing for Instruction: Career and Personal Planning 8-12*, Victoria, Queen's Printer, 1995.

them, the authors point out that other, more critical positions were being articulated within the field, viewing texts not as "delivery systems" of "facts", but rather as culturally and historically-bound artefacts, embodying messages that are "at once the results of political, economic, and cultural activities, battles and compromises"⁶⁵. Thus, for Apple and Christian-Smith, while there is a plurality of critical approaches to text analysis⁶⁶, there are also a number of inter-related premises upon which a critical study is likely to be elaborated. In this regard, the first premise for a critical evaluation of the educational text is to consider that the school curriculum is not neutral knowledge⁶⁷. Indeed, the authors insist, the complexities of the larger power relations in society--political, economic, cultural or otherwise--are found to be equally present in the decisions made locally regarding what course content to include or exclude, what textbook to employ, and what point of view to sanction, promote, neglect or disallow altogether. Second, elaborated from the first premise, is that while the organization of knowledge for schools is an ideological process, a critical scholarship considers educational texts

⁶⁵Michael W. Apple and Linda K. Christian-Smith, "The Politics of the Textbook", in Michael W. Apple and Linda K. Christian-Smith (editors), *The Politics of the Textbook*, New York, Routledge, 1991, pp. 1-2.

⁶⁶Contributions to *The Politics of the Textbook* include examples of Marxist, feminist, neo-Gramscian and post-structuralist scholarship in Education. At various instances in their opening chapter, Apple and Christian-Smith make reference to each of these approaches.

⁶⁷Ibid. p. 2.

to be more than a pure reproduction of dominant order. This is to say that, despite their potentially constraining contexts and embedded normative claims, the writing, reading and use of texts and curricula "can be retrogressive or progressive (and sometimes a combination of both) depending on the social context"⁶⁸. For every textbook, then, there are multiple texts--contradictions within it, multiple readings of it, and different uses to which it will be put. [Texts] can signify authority (not always legitimate) or freedom"⁶⁹. Third, while texts signify certain constructions of reality, particular ways of organizing the vast universe of possible knowledge, they should not be seen as simply a container for multiple meanings and contradictory elements to be viewed. Rather, the authors point out, "students are active constructors of the meanings of the education they encounter"⁷⁰. In fact, all of the potential "audiences" of a text regularly construct their own responses, reading them through their particular sets of experiences and social relations. Students, teachers, parents, administrators, and any other consumers of the educational text continually participate in a process where they "selectively accept, reinterpret, and reject what counts as legitimate knowledge"⁷¹. Fourth, while the text is a structure that can at once confine, constrain and enable agents/readers, it can

⁶⁸Ibid. p. 9.

⁶⁹Ibid. p. 15.

⁷⁰Ibid. p. 14.

⁷¹Ibid. p. 14.

itself be confined and enabled within larger contexts, most notably the market and the state. "Books", the authors note, "are not only cultural artefacts. They are economic commodities as well"⁷². Their distribution, readership and impact are affected by the choices of the publishing industry, and the decisions made by textbook-adoption policies at all levels of the educational and political systems. Finally, for the authors, a critical approach to text and discourse analysis is also characterized by the reflexive and self-critical nature of the project. Such a project considers *itself* in the same light as it places other subjects. It is open to, and explicitly promotes, multiple readings, interpretations, and active conversations on its own meaning, as part of its commitment to "a more democratic politics of knowledge"⁷³. For this thesis, then, and perhaps for the field of critical text analysis in general, these five premises provide useful groundwork for the articulation of a more detailed approach with which to study the *politics* of curricula: in the case of this thesis, the Career and Personal Planning curriculum in British Columbia.

Like Apple and Christian-Smith, numerous authors in the field of Education have expanded on these premises, and some have explored more specific techniques that seek to enhance

⁷²Ibid. p. 5.

⁷³Ibid. p. 19.

the general interpretive method described above. For instance, as part of the important compilation entitled the *Handbook of Research on Curriculum*, George F. Madaus and Thomas Kellaghan review literature from the fields of curriculum evaluation and assessment, giving considerable attention to methods of evaluation. In their chapter, Madaus and Kellaghan identify six major components of curriculum: context; general aims of the entire curriculum; objectives of specific learning units; curriculum materials, including syllabi, teachers' guides, textbooks, workbooks, software, and other material; transactions, primarily between teachers and students; and outcomes of these transactions, intended or unintended, occurring between teachers, students and the curricular materials⁷⁴.

In addition to evaluating these curricular components, the authors consider a number of specific qualities of a curriculum for assessment. These include consistency (or inconsistency) of rationale, breadth of content coverage, depth of coverage, mode and sequence of content presentation, and appropriateness of the time and emphasis accorded to the course's various learning units⁷⁵.

⁷⁴George F. Madaus and Thomas Kelleghan, "Curriculum Evaluation and Assessment", in Philip W. Jackson (editor), *Handbook of Research on Curriculum*, New York, Macmillan Publishing, 1992, p. 128.

⁷⁵Ibid. pp. 130-132.

Rob Gilbert, in "Text Analysis and Ideology Critique of Curricular Content", also makes a contribution to the literature on the methods and techniques of text analysis. Similar to Madaus and Kellaghan, Gilbert mentions devices such as iteration, recursivity and anticipation as some of the processes found in texts that construct meaning⁷⁶. However, he goes further than these two authors in explicitly emphasizing how the process of text construction is set in ideology; methods of text analysis need to pursue their project "in ways that emphasize [the text's] structured and contextually grounded character"⁷⁷. Gilbert offers a concise description of the project of curricular content analysis, based on the notion of the text as a series of "images":

an image is a representation of the way the social theory in a text constructs and articulates social problems by generating textual elements such as facts, concepts and generalizations, and by relating these elements to each other and to the problems which the theory addresses. These relations are constructed in consistent ways which allow us to identify rules of combination, association and inference. The whole will be manifest in and operate through language and its devices of connotation and metaphor. To identify images in curricular discourse, analysis must seek the problems, elements, rules and linguistic devices which comprise them⁷⁸.

⁷⁶Rob Gilbert, "Text Analysis and Ideology Critique of Curricular Content", in Suzanne de Castell, Allan Luke and Carmen Luke (editors), *Language, Authority and Criticism*, London, Falmer Press, 1989, p. 62.

⁷⁷Gilbert, "Text Analysis...", p. 63.

⁷⁸Gilbert, "Text Analysis...", p. 65.

Thus, based on the above, Gilbert has mapped a relatively thorough course for the analysis of the curricular text. This course begins with the identification of the social context that has generated the discourse. It then explores the devices, including metaphors and jargon, that illustrate and elaborate on the specific problems or concepts that the discourse has proposed. Through these devices, Gilbert argues that a critical study can gain a clearer sense of how these problems are articulated, and from whose perspective they are advanced. Next, the author emphasizes the causes, consequences or solutions proposed by the discourse for the given problem, and asks what premises and assumptions contribute to this particular standpoint. Finally, as have other authors, Gilbert asks what perspectives and questions have been discarded or neglected in the course of the discourse's construction. With this set of guiding questions⁷⁹, then, Gilbert is able to employ a number of specific techniques in text analysis without losing sight of the larger social and political context that shapes its meaning.

Also similar to the first four curricular components described by Madaus and Kellaghan, in *Curriculum Evaluation in Schools*, Robert McCormick and Mary James use the term "the intended curriculum" to describe the materials and processes of the curriculum that occur prior to the

⁷⁹Gilbert, "Text Analysis...", p. 65.

interactions of the classroom, and the outcomes of these interactions. While the wider approach of text analysis laid out by the authors is similar to that of Madaus and Kelleghan, McCormick and James include certain specific techniques that, while seeming to be somewhat narrow in scope, help identify key elements of how dominant order can be maintained through text. These include the amount of space, attention or non-attention given to a particular point of view, the number of times a given argument is mentioned and repeated⁸⁰, an attention to the variations between explicitly stated and inferred curriculum objectives⁸¹, as well as an equal focus accorded to both the inclusion and omission of particular values or points of view in the given text⁸².

Ivor F. Goodson, in *The Making of Curriculum*, contributes further to our understanding of the intended curriculum discussed above by McCormick and James. He refers to the division in the curriculum as a relation between "preactive construction and interactive realization"⁸³. Rather than merely acknowledging the distinctions between these two parts, however, Goodson argues that conventional, non-critical curriculum evaluation methods neglect the study

⁸⁰Robert McCormick and Mary James, *Curriculum Evaluation in Schools*, London, Croom Helm, 1983, p. 216.

⁸¹Ibid. p. 246.

⁸²Ibid. p. 216.

⁸³Ivor F. Goodson, *The Making of Curriculum*, London, Falmer, 1988, p. 19.

of preactive constructions in favour of an approach that considers classroom practice to be unaffected by the 'theory' of the written curriculum. These conventional approaches sustain and reinforce the dichotomy between the written curriculum (theory) and classroom expressions (practice) by denying the social or political construction of practice. Rather, for Goodson, these two parts of curriculum are inter-related, and both affected by norms, values and political choices: classroom practice is framed by norms or messages contained in the written curriculum, while the written curriculum is in turn "the visible, public and changing testimony of selected rationales and legitimating rhetorics of schooling"⁸⁴. While Goodson acknowledges that this social construction is complex and changing, that is, that it does not rule out that classroom practice may transcend the normative limits of the written curriculum, he argues that the preactive construction is nonetheless able to establish parameters for classroom action that are "important and significant"⁸⁵. In so doing, he has considered the written curriculum as an important subject of inquiry, a site where fundamental alternatives reflecting opposing social and political priorities can be identified and critically assessed.

⁸⁴Goodson, *The Making of Curriculum*, p. 16.

⁸⁵Goodson, *The Making of Curriculum*, p. 19.

Further, variations of these approaches have been applied, on a small number of occasions, to education and curriculum in British Columbia. Judith Stamps, in her 1988 analysis of Consumer Education and competitive individualism in British Columbia schools⁸⁶, adopted a methodology which analyzed the discourse of the assigned textbooks for the Consumer Education classes offered in Grades 9 and 11. Through a combination of methods, she was able to explore the underlying assumptions about human nature, the economy and democracy that the texts upheld. Stamps also constructed her own theory by drawing excerpts from the texts, examining them, and pointing out the biases and assumptions apparent in their phrase structure, as well as the words and terms they employed. She juxtaposed "content analysis" with "discourse analysis" explaining that "[t]he intention is not simply to discover whether the bias is present or not, for it is assumed by discourse analysts that communication without bias does not exist. Rather, it is to study, at a fine level of analysis, the process of domination as it occurs through the medium of language"⁸⁷. While she situates her study within the work of 'the European school', she also manages to combine this global framework with certain

⁸⁶Judith Stamps, *The Politics of the Public School Curriculum: An Analysis of Consumer Education*, Unpublished Master's thesis, University of Victoria, 1988. See also "Consumer Education and the Philosophy of Competitive Individualism in British Columbia", *BC Studies*, no. 83, Autumn, 1989, by the same author.

⁸⁷Judith Stamps, *The Politics of the Public School...*, p. 81.

specific, more quantitative approaches to the study of bias⁸⁸.

In "Framing the Text: The Year 2000 in British Columbia", W. John Harker analyzes the provincial educational strategy that preceded the Kindergarten to Grade 12 Education Plan, known as the Year 2000. While also building from a critical perspective, Harker's text differs from Stamps in that he sets his analysis of the Year 2000 texts in the post-structuralist theoretical school, giving special reference to Michel Foucault and Jacques Derrida. Beginning with the Year 2000's official documents, Harker provides a first analysis of the text -- an intentional, communicative articulation⁸⁹ -- of educational policy in British Columbia. Consistent with his overall approach, Harker's method of text analysis also differs from Stamps in that it avoids, at least in its articulation, the more specific devices of study--including syntax, stylistic techniques, metaphors, sequence and iteration, --that Stamps or authors such as Gilbert or Goodson more openly employ.

⁸⁸Stamps refers specifically to O.R. Holsti, *Content Analysis for the Social Sciences and Humanities*, Don Mills, Addison-Wesley, 1969, and Roger Fowler and M.A.K. Halliday in John B. Thompson, *Studies in the Theory of Ideology*, University of California Press, 1984.

⁸⁹Harker, W. John, "Framing the Text: The Year 2000 in British Columbia", *Canadian Journal of Education*, 17:1, 1992, p. 2.

C. Method for the Study of CAPP

The analysis of CAPP in this thesis will employ an interpretive method to discourse analysis, assembled by borrowing from each of the above approaches. First, it will concentrate almost exclusively on what has been referred to earlier by Goodson, McCormick and James as the *intended or preactive curriculum*: CAPP's various contexts, general aims, specific objectives relative to its learning themes, sourcebooks for teachers, the full set of in-class resources, and its teaching and assessment strategies. These sources, all published or approved by the Ministry of Education, will be deconstructed with special attention given to the range of devices developed by the authors outlined above. With respect to the course's introduction, instructions and messages destined for teachers will be analyzed, with emphasis placed on how this new course is explained or rationalized, the contexts in which it is situated, the linguistic devices used to illustrate its different course themes and the juxtaposition of its sometimes contradictory language. Similar approaches will be applied to the course's prescribed learning outcomes, including the suggestions made through the language chosen, the repetition, simple mention or omission of certain points of view, the favourable/disfavourable space accorded to various messages, and the association of learning outcomes with specific instructional strategies. Also, since CAPP has

replaced the concept of the single textbook with 628 Ministry-recommended learning resources, this paper will analyze these learning resources as a group: what subjects they address and the numbers of resources assigned to the various course themes. Throughout the study of these documents, a discursive analysis will identify the types of messages that are conveyed to students and teachers on a number of subjects related to globalization, presenting the opportunity to later consider how various critical theorizations of globalization come to affect our understanding of the dynamics of global order.

CHAPTER THREE: THE CASE STUDY OF CAREER AND PERSONAL PLANNING

Everyone has views on education because it is one of the few fields in which everyone can claim to have had some direct experience.⁹⁰

The kinds of perceptions and capacities students develop in the classroom are influenced and shaped by messages they receive from the curricula they are taught, and perhaps most directly and explicitly so in the case of life-skills courses such as CAPP. While openly exploring subjects such as self-image, decision-making, the economy and the availability of future careers, CAPP's stated objectives, suggested learning outcomes and work experience segment communicate messages to both teachers and students suggesting which subjects are considered important, which are open to discussion and debate by students, and which are left neglected, marginalized or unproblematized. These messages in the curriculum, in turn, provide examples of how a discourse representing 'the global' can be received, made coherent, internalized and transformed in local settings. In addition the curriculum, while being an embodiment of a series of messages as described by Apple and Christian-Smith, is also an expression of authority and power. The extent to which the curriculum is prepared to display,

⁹⁰Robert Reich, *The Work of Nations*, New York, Alfred A. Knopf, 1991, p. 226.

reinforce, intensify or share this authority provides further insight about the order surrounding it.

This case analysis will examine the discourse surrounding CAPP's written material, or its *intended curriculum* to borrow the term used in the previous chapter by McCormick and James. Specifically, this will include any explicitly normative claims about the goals, mandate or purpose of the course; any messages that the curriculum text communicates to administrators or teachers, that speak indirectly to establishing certain objectives for CAPP; and the discursive messages conveyed through the prescribed learning outcomes, which outline specific objectives for student learning related to each course organizer. After having focussed on the classroom objectives and outcomes for Personal Development, the analysis will take into account the other prominent stage, and space, of the CAPP curriculum: the workplace. Through the literature surrounding CAPP's Career Development component, this section will assess the position that work assumes in the curriculum, and will draw parallels between the organization of the curriculum and CAPP's broader conceptions of the contemporary world order.

A. CAPP's Intended Curriculum

Early impressions from the CAPP IRP guide teachers' priorities and frame their understanding of the course as they develop lesson plans for the classroom. The IRP, which teachers receive prior to instruction, begins with an introduction stating and explaining the course's rationale, purpose and various themes, along with suggestions for programme planning and learning approaches for certain potentially 'sensitive' subject areas. The IRP introduction begins with general information on CAPP, destined for teachers and administrators. More critically still, it sets teachers' thinking as to "why this subject is being taught in B.C. schools"⁹¹ with rationale statements that define the purpose behind the course's various themes and sub-themes.

In this introduction, teachers are quickly exposed to two prominent objectives, often in juxtaposition in the course material: a promotion of civic, or student-centred, educational principles on the one hand, and simultaneously, an emphasis on training that makes the "demands" of the economy the focus of the learning process. From the outset of the IRP, many of the curriculum's goal statements embody a tension reflecting these two contending elements present

⁹¹British Columbia, Ministry of Education, *Career and Personal Planning...*, "Preface", p. IV.

in CAPP. For example, in some general statements on the course's rationale, readers are told the following:

The aim of Career and Personal Planning 8 to 12 is to enable students to become thoughtful, caring individuals who plan and reflect, make informed choices, and take responsibility for their own personal and career development⁹².

[The CAPP course] will help students relate their learning in school to the demands of the working world and the expectations of society. It will also help students maintain, reinforce, and develop those skills, attitudes, and behaviours that will allow them to enhance their personal well-being throughout their lives⁹³.

The references made in these statements are common to the phrasing used throughout the curriculum. They both reflect, on the one hand, the general, student-centred aims of the curriculum, similar in aim to the larger objectives of public education. In the first of the statements' two prominent themes, emphasis is placed on enabling students to become active and informed agents in their own education and development. This is communicated in the first passage by stressing reflection and thoughtfulness, as well as through the notion of 'taking responsibility' which suggests, at a certain level, an empowering process of increased self awareness and action. Similarly, one message in the second

⁹²British Columbia, Ministry of Education, *Career and Personal Planning...*, p. 4.

⁹³Ibid. p. 4.

passage explains that CAPP strives to engage students in a process of learning and an understanding of well-being that is continuous and life-long, aiming to fulfill more than a single, fixed objective at a single moment in a student's life. On the contrary, this theme in the CAPP literature considers the course objectives to be both multiple and participant-defined. Indeed, it is through a continuous process of critical inquiry and participant definition that the educational goal of 'personal well-being' gains its meaning in the CAPP curriculum.

At the same time, however, a prominent contending message is being communicated to readers of the above statements, one that is rooted in a skepticism of collective responses to social or economic problems. In other words, through key phrases such as "taking responsibility for one's own development" or through references to "personal well-being", both statements that may have other meanings in different contexts, this second notion aligns the aims of CAPP strongly with individual achievement, drawing attention away from the more collective 'learning process' as an outcome in and of itself. As part of this focus on 'achievement', this vision constructs the individual's role as that of acting within the underlying worldview that forms this 'other' basis for the course, rather than considering the questioning of such norms as part of the educational process in which students are engaged. 'Achievement' in this

context, rather than being a process of inquiry with one's peers toward a definition of well-being, is transformed in meaning to become the passive attainment of certain external norms, where the worldview that sets these norms is "the demands of the working world". According to these goal statements, then, a CAPP student seeking to fulfill the course's objectives would be attempting, at once, to engage and disengage from a learning process: simultaneously contributing to a collective exercise where outcomes are participant-defined and thus open-ended, while also attempting to work toward an established ideal, an external outcome, based on adherence rather than participation. Very early in the course literature, therefore, an important dislocation appears in the elements of CAPP's intended vision.

As has been mentioned, however, this initial dislocation in CAPP's principal aims, between setting and responding to norms, varies dramatically in relation to the given subject matter. In other words, the literature for Personal Development tends to carry a different embodiment of this dynamic than that related to Career Development or Work Experience. Thus, it is the numerous variations of this central tension, re-appearing throughout the curriculum, that this case analysis will examine in depth. An analysis which is specific to each of these two central course themes

-- the personal and the career-related -- will illustrate how this divergence is manifested across the curriculum.

B. Personal Development: Foundations of Agency

Overwhelmingly, the messages found in Personal Development correspond with the first side of CAPP's central tension, that is, the promotion of an engaging, open-ended learning process, values of civic education, critical inquiry and student-centred learning⁹⁴. Through content themes that together make up a body of knowledge related to health and well-being, Personal Development's broad categories set the parameters for what is to be taught and learned, what teaching approaches are considered appropriate to the subject matter and, ultimately, how students will come to conceive of the notion of healthy personal development.

At the root of Personal Development's relevance as a subject matter is the notion of a greater social role for

⁹⁴Likewise, this chapter will argue later that CAPP's Career Development organizer corresponds especially with the second part of this tension, that makes the demands of the economy the focus of the learning process. This analysis does not mean to suggest that either Personal Development or Career Development embodies *only* one side of this tension. While acknowledging that both organizers do embody both a tendency and counter-tendency, the research presented here maintains that the predominant delineation of the tension in CAPP tends to equate messages about civic-centred education, collective identities and respect for difference with Personal Development, and messages regarding market-centred 'training', individualist and homogenizing notions of identity with Career Development.

schools, that "emotional and social development are as important to the development of healthy and active educated citizens as academic achievement"⁹⁵. This mandate of 'social development' for schools means that beyond learning only traditional subject matter, students should also gain the ability to think critically and explore ideas freely, make responsible and informed decisions, inquire about the relation between themselves, others and the world around them and regularly re-evaluate their direction and goals. These are all considered skills that enhance a student's knowledge of self, as well as their capacity to participate more fully in their community, and are thus considered part of a school's mandate toward the more complete social development of students.

The introduction of CAPP, and more specifically Personal Development, into the curriculum is thus based on the construction of a problem: that the strictly academic instruction previously practised by schools was inadequate for students' health and personal growth, as well as for their active participation in their communities. The notion of a social role for schools appeared regularly in the literature of the BCRCE. In one of the Commission's research papers, entitled "The Changing Character of Society and Implications for Schooling", the authors recognize that

⁹⁵Ibid. p. 4.

"[m]uch is expected of the schools in response to the realities of contemporary family life" and proceed to list numerous and current examples:

school study halls to counteract lack of study facilities at home; an 'umbrella' course in parenting, sex education, AIDS, and consumer skills; course, personal, and career counselling; a balance of men and women physical education teachers; better classroom control and discipline; counselling for suicidal teenagers; peer-group counselling; schools and their libraries to be open before, during, and after hours; places for students to sit during lunch and recess; better supervision in cafeterias; covers at all bus stops; and transportation to school for all little children.⁹⁶

Thus, the identified 'problem' is maintained by the recounting of a particular history of change in twentieth century schooling. First, in the wake of changes in family structure, the role assumed by schools in offering guidance to children has evolved. The school has needed to at once take on new responsibilities in this domain, and become more integrated into its community, by working to strengthen community involvement in education, by re-establishing schools as a centre for community activity and identifying how school policy can represent a better reflection of community needs. For this theory, financial security, health services and education were part of what a family once

⁹⁶Calam and Fleming, p.33.

provided for its members, at different stages of an individual's life. Learning the customs, cultural expectations and moral codes of the society were also a role assumed privately, most often by either church or family. However, the void left by the retreat of the family required the state, through its schools, to transmit "life-skills" and moral norms to students, often without the past focus on religion. Courses and services addressing the wide range of social, emotional and spiritual needs of students ensued, attempting nonetheless to build on the desire of communities to play a part in school affairs. Second, the very model of how learning takes place has changed over time, requiring schools to adapt the way they engage students in education. In the past, this theory follows, schools were responsible for 'depositing' knowledge into the minds of passive students, grade after grade, in a standardized fashion, and students confirmed their accurate consumption of this knowledge by playing back the recorded information on regularly scheduled tests. In comparison, the three principles of education in British Columbia since the Royal Commission reflect a far different view of how learning takes place:

Learning requires the active participation of the student;

People learn in a variety of ways and at different rates; and

Learning is both an individual and a group process.⁹⁷

In short, then, through the lessons of history, Personal Development is presented as a solution to the past inadequacies of schooling. Learning about certain subjects, in certain ways, with the involvement of certain sectors of the community, it claims, can lead to a more informed and engaged population. How then does this claim, this proposed 'solution', come to be illustrated throughout Personal Development's course's activities?

Personal Development Themes: Variety and Number

A preliminary indication that Personal Development represents this new approach for education appears simply through the greater number and variety of subjects it addresses and the greater number of resources available to teachers for each subject area to be taught. This basic increase in subjects covered and sources of information offered provides a preliminary example of a deeper change in education, one where the opportunity appears to exist for greater tolerance and encouragement of difference through the learning process. It also suggests to students that one's personal development and identity is multi-faceted and complex; that a balanced and holistic view of oneself requires a critical understanding of the many elements that

⁹⁷British Columbia, Ministry of Education, *Career and Personal Planning...*, p. 1.

make up the ongoing interplay of people, institutions, communities, cultures and norms affecting us.

These tendencies in the curriculum emerge when the number of subjects and learning outcomes included in Personal Development is considered. As with CAPP's other organizers, instruction on Personal Development equals 30 hours of classroom teaching per year. While the number of hours of course instruction does not change, Personal Development portrays a more comprehensive picture of the "subject matter" by assembling a wider selection of topics than the three other organizers. These inter-related components range from healthy living and mental well-being to more specific issues such as substance abuse prevention and safety and injury prevention. In total, Personal Development is comprised of six sub-themes, compared to three for each of the Career Development and Planning Process organizers, and two for Work Experience. A greater number of complementary components included on a given subject exposes students to a wider range of information on their health and well-being, increasing the opportunities for them to become engaged in matters affecting their personal growth.

In addition, there are also a far greater number of learning outcomes--specific statements of expected student achievement--for Personal Development than for CAPP's other

course organizers. Learning outcomes represent a further level of detail sought in each course organizer. In short, more learning outcomes per organizer mean a more extensive exploration of the issue at hand, a greater number of perspectives taken into account on a single subject, and potentially, a more complex and complete understanding of the issue by students. Similarly, but from a different point of view, more learning outcomes devoted to a certain organizer can also mean less risk that students will gain only a superficial or incomplete understanding of a subject. In all, the CAPP curriculum is comprised of 220 learning outcomes: six for Work Experience, 48 for the Planning Process, 60 for Career Development and 106 for Personal Development (See Appendix B). This considerable divergence suggests a certain depth of coverage present with the subject of personal development that is less likely to be achieved with the Planning Process or CAPP's career-related organizers, Career Development and Work Experience.

Adding the number of learning resources available for each organizer to the above analysis of learning outcomes further reinforces the tendency toward greater opportunities for diverse and alternative learning experiences in Personal Development. Appendix C gives the total number of learning resources for each of the four organizers from Grades 8-12. Here we learn that the Ministry has recommended 98 sources for the Planning process, 88 for Career Development, 9 for

Work Experience and 433 for Personal Development⁹⁸. This significant variance in the number of learning resources between Personal Development and the other areas is again indicative of the potential diversity of information available to students. For the teacher planning a lesson in Personal Development, there is a greater number of resources available, from a wider range of sources and representing a greater variety of opinions on the given subjects, because for the Ministry, this organizer represents a response to past practices in education that were judged insufficient in their contribution to a student's social development and active citizenship. An extra effort is thus made to correct this inadequacy with a wealth of diverse learning resources on a range of subjects that deal with health and well-being issues. In addition, with the totals for both categories -- learning outcomes and learning resources-- we can calculate a *ratio* to represent the number of resources available to teachers for each learning outcome that needs to be taught, in each section of CAPP. As Appendix C shows, presenting an alternative view of Personal Development is further enhanced by the availability of resources offered to support each of the organizer's learning outcomes. In comparing the calculations, the number of resources per learning outcome is over 4 to 1 in the case of Personal Development, 2 to 1 in the Planning Process and 1.5 to 1 for each of Career

⁹⁸British Columbia, Ministry of Education, *Career and Personal Planning...*, Appendix B: Learning Resources, pp. 149-216.

Development and Work Experience. While more learning resources tend to suggest a greater encouragement of difference, less resources per learning outcome in the case of CAPP's two career-related organizers means less room for alternative viewpoints, less sources of debate and more acceptance, among teachers, students and parents, of the assumption that the status quo represents a certain "natural" order of things.

Personal Development: Text Analysis

These first notions of variety and complexity in the Personal Development curriculum because of more subjects, more learning outcomes and more teaching resources are reinforced when a deeper analysis of this organizer is conducted, one that focuses on the discourse encompassed in CAPP's texts. More specifically, added to the greater subject variety implied above are numerous suggestions that promote critical exploration of personal development issues, that emphasize respect for different points of view, that encourage community involvement in student learning and that allow students, individually and collectively, to contribute to the establishment of meaning in the Personal Development subject matter. In short, within the expanded wealth of potential learning experiences in the Personal Development curriculum can be found messages about diverse and critical learning, expressed through description, connotation and linguistic device.

A representative sample of learning outcomes from Personal Development provides an example of the messages that comprise CAPP's discourse (see Table 1). This discourse is constructed, as has been seen in the previous chapter, through the analysis of keywords, description and connotation.

Table 1.

Selected Learning Outcomes, Personal Development

It is expected that students will:

- demonstrate a willingness to examine, explore, and set personal goals for a healthy lifestyle
- distinguish between implicit and explicit values inherent in media messages related to health practices
- demonstrate an ability to identify choices regarding health issues, resources, and services
- implement a plan to promote personal, school and community well-being
- articulate a perception of self in relation to others
- identify stereotypical views of gender roles and responsibilities that exist within a family
- describe a variety of factors that influence family relationships
- assess the influence that society and culture have on the family's role in developing moral and behavioural standards
- identify appropriate services, support, or intervention for abusive situations
- evaluate the dynamics of relationships as they apply to emotional, physical, and sexual abuse
- identify peer and media influences related to substance use and abuse
- demonstrate an ability to make decisions and apply problem-solving strategies to prevent substance use and abuse

Source: From British Columbia, *Career and Personal Planning*,
Victoria, Ministry of Education, 1995, pp. 127-137.

The above selection of learning outcomes makes a number of statements about student learning in Personal Development. The first of these prominent messages affirms to students that they are actors capable of affecting change in their own lives as well as in their communities. The key words and phrases employed in certain outcomes initially shape this tone. They state that students are expected to *identify choices* with respect to their health, to have knowledge of a range of appropriate services, support or interventions for abusive situations, to *demonstrate decision-making and problem-solving abilities* in problem situations and to be capable of *implementing a plan* to promote the well-being of the larger school or community population. Together, these statements consider that over the course of Personal Development, students will be able to carry out change on matters that affect them, from developing knowledge on important issues, to mobilizing resources, to finally engaging others in their community who may share their concern on a given question. In this way, students learn not only that working to affect changes involves many steps, but also that it implies collective participation. The community around the individual, the student experiences, is essential as a source of services and resources, as well as being the site where the eventual change will take place. Here, then, while it is recognized that some change includes an important personal component,

there is an equally significant reference to collective issues, and in turn, collective responses to these issues.

This notion of community reflected in the Personal Development literature is also expressed in the way students are expected to engage in the learning process. The above outcomes suggest that students, with their peers and their communities, contribute together to the construction of knowledge within the organizer's subject matter. Almost all the selected outcomes assign a place in the learning process to an aspect of the community beyond the student, including both institutions and elements of the student's identity. For instance, students explore the values in *media messages*, they identify *community resources and services*, they seek to contribute to *school or community well-being*, they situate their notions of self *in relation to others*, they assess the roles played by *family, gender and culture* in their development and they identify the *influence of peers* on the decisions they make. This makes the learning process more than an individual exercise of acquiring facts from an external source, and much larger than if it was confined to only the school setting. Learning, and thus the development of knowledge on a given "personal development" subject, is considered here to be rooted in the experiences and interactions of the many communities of which students are a part. When knowledge is considered to originate from individuals in concert with their communities, it is seen as

contingent and in constant evolution. These characteristics of Personal Development knowledge make students active initiators of a learning process, rather than mere recipients of a pre-determined set of "truths" about appropriate lifestyles and behaviours.

While acknowledging its role, however, Personal Development's learning outcomes also seek to problematize the place assumed by this "larger community" in an individual's identity construction and development. It is not only individuals, the outcomes assert, that are affected by institutions. Rather, over time, we see that institutions and norms change as well. In this way, "personal development" is constructed as more than simply the development of the person, affected by the world around them, but also as the impact of individuals and collectivities in shaping their "worlds". Personal Development acknowledges this distinction in its literature by seeking to illustrate how institutions and social norms are specific in time and space, and thus how they should be considered to be *representations* and *constructions* of human relations, rather than natural or unchanging. Learning outcomes describe media messages as containing implicit and explicit *inherent values*, and assess the division of labour within a family by identifying the *stereotypical views of gender roles*. Family, in addition, is an institution that the course examines through critical inquiry. It suggests

that family relationships can be and are influenced by a variety of factors, and that the role of the family in shaping the moral standards of its members changes with influences from both society and culture. Finally, the community of a student's peers is also problematized. In varying instances, this group is seen as having different types of relations with the individual, at times a reference point for the articulation of self, at times a more direct influence on who they are, and the choices they might make as a result. However, as with the study of the media and the family, students are not expected to passively accept this relation to their peers and to the community around them. Rather, students are invited to examine, explore and assess the many influences of institutions and norms upon them, while considering the possible impact they may have in turn on these structures and rules, in order to better understand the interplay between their identities and those of the people around them.

Considering the potential impact of the self on a larger set of rules and social structures, however, does not mean that Personal Development ignores the dynamic of power that underlies these structures and relations. What allows the individual to imagine affecting change is not an ignored or underestimated presence of power. Rather, Personal Development suggests to students that an enhanced knowledge of these relations as *human constructions*, that acknowledge

power as part of these relations without considering a given order as its sole expression, can lead to a clearer articulation of one's opposition to the social structures. Subtly, then, Personal Development makes the case for a more critical acknowledgement of the power dynamic in the human relations that students are to study through the course. By recognizing that stereotyping and gender roles have an influence on the identities students will assume, by suggesting that media messages carry implicit and explicit values that serve to influence a student's health behaviours and practices, and by stating that *evaluating the dynamics of relationships* can provide insight into the causes of emotional, physical and sexual abuse, the above learning outcomes manage to expose the place of power in society through a series of sites and examples, without explicitly naming these relations as "power dynamics". As pedagogy, then, the outcome is nonetheless achieved; students are able to identify themselves as actors, but discover through classroom learning that their actions take place within a series of larger contexts which must be more fully understood in order for any meaningful action to take place.

Similar messages to those found in Personal Development's learning outcomes are also conveyed more directly to teachers through their course preparation material. In a section of the Integrated Resource Package's introduction entitled "Planning your Program", teachers are

informed about the importance of parental and community involvement, a healthy and inclusive learning environment and high quality student services for the success of CAPP. In addition, in this subsection teachers learn that certain course themes considered "sensitive content" will demand greater attention and care than others. Here they are told that some issues related to self-image, human sexuality or violence in relationships can be most properly addressed when certain guidelines are followed. It instructs that teachers should:

Inform parents of the objectives of the curriculum before addressing any sensitive issues in the classroom and provide opportunities for parents to be involved in their children's learning. Explore alternatives to allow parents to share the responsibility for student attainment of the personal development learning outcomes.

Obtain the support of the school administration before beginning instruction on any potentially sensitive issues.

Obtain appropriate in-service training before beginning instruction in a new, unfamiliar, or potentially sensitive area of study.

Be aware of provincial and district policy and legislation (e.g. disclosure related to child abuse) regarding instruction involving sensitive issues.

Avoid dealing with any sensitive issues until class members have had enough time to become comfortable with each other and to have learned a well-understood process for addressing those issues.

Establish a classroom environment that is open to free inquiry and to various points of view.

Promote critical thinking and open-mindedness and refrain from taking sides, denigrating, or propagandizing one point of view⁹⁹.

Consistent with certain tendencies found in the learning outcomes, therefore, the Ministry has politicized the Personal Development organizer through its messages to teachers. That is, it has opened participation and debate on classroom content and learning to the broader public, while lending special emphasis to the need for diverse and critical inquiry. By including the above points in its manual, the Ministry is reminding teachers about the utility of certain classroom approaches that might serve to facilitate discussion and inquiry, while also managing to engage both parents and the community in student learning. However, by associating these instructions more specifically with certain areas of Personal Development, the impression is created that following such a procedure to involve community, to promote free inquiry or to obtain appropriate training for specific subject matter is extraordinary, and thus is not necessarily replicated in the other areas of the course. As a result, the message is effectively conveyed that some issues are "political" and need to be treated in a way that accounts for difference, while other issues are

⁹⁹British Columbia, Ministry of Education, *Career and Personal Planning...*, pp. 9-10.

"neutral" or factual in their subject matter, and as a result do not require special measures to ensure community participation or critical thinking.

The suggestion that this process of "politicization" is not relevant, or perhaps not even desirable, for other areas of the CAPP curriculum provides a first indication that two distinct, even contradictory tendencies appear to coexist in the course's literature. The first of these two themes has been elaborated above through the "intended curriculum" of the Personal Development organizer. It affirms that a certain perception of changes in the world, more specifically to the role of schools in providing a broader range of educational and social instruction to students, has led to a redefinition of the tasks assumed by schools within communities. Schools have not only chosen to teach new "life skills" subjects, but in teaching these subjects have also enacted curricula that enable students to contribute their opinions to the larger learning process and that challenge them to gain a critical, reflective understanding of their well-being and development. In the process, the Personal Development curriculum has communicated a certain worldview to students: that they are actors in their own development, that with others in their community they are capable of working toward an informed, collective definition of "well-being" and furthermore, that an awareness, acknowledgement and understanding of power relations present in all of these

human relations is crucial to any project that seeks to affect change in the communities of which it is a part. In order to have a clearer sense of CAPP's second, opposing, yet equally prominent worldview, it will be necessary to similarly assess the many messages and claims found in Career Development.

C. Career Development: Instructing on Work

CAPP's two career-related organizers, Career Development and Work Experience¹⁰⁰, convey messages to students, teachers, employers and the public that emphasize the curriculum's role in enabling students to move incrementally towards a set goal: the choice of a career and successful integration into the world of work. In working for this goal, students follow a series of steps that include building their career awareness, exploring career options and learning the skills needed for workplace success. According to the CAPP literature, this process sets students on a guided, structured path toward the attainment of recognized skills and behaviours, and concludes by presenting them with an opportunity to put their career education into practice through a work experience placement.

¹⁰⁰For ease of language, the term "Career Development" makes reference to both career-related organizers of the curriculum. However, in this and future sections, the term "Work Experience" will still be employed referring uniquely to the Work Experience organizer.

Through its strong, pre-established conceptualizations of careers and the workplace, then, Career Development frames the way students come to understand "the world of work" by promoting adherence to a set of rules established by the "players" in the economy. As a result, the learning process undertaken by students in Career Development entails acquiring, practising and perfecting skills and rituals that are intended to serve in providing privileged access to the local and international workplace.

These trends begin to take shape early in the Career Development course literature, through normative statements about subjects such as the economy, the nature of change and the future of work, presented as factual premises on which to base student learning related to careers. The following statements from the curriculum's introduction give a preliminary illustration of the many common messages in Career Development:

As part of their career development, students must acquire a realistic and expanded sense of existing career possibilities.

Today's students are living in a time of rapid change, both globally and locally. They need to explore some of the changes that are currently taking place in the workplace and to learn how to reassess the changing situation continually. This should lead them to a broader understanding of the

nature of work and how it relates to other aspects of life (e.g., family demands, lifestyle choices).

Students need to develop a sense of the performance and behavioural expectations of the workplace.¹⁰¹

Work experience helps students acquire the attributes that are valued in the workplace (e.g., appropriate attitudes towards work, effective interpersonal communication, and entry-level skills for the jobs available now and in the future).¹⁰²

All four of these statements are similar in the logic they follow and the suggestions they make to teachers learning about the Career Development organizer for the first time. Each rests on the premise that the requirements and demands of the economy shape the way student learning will take place. In each case, the discursive suggestion can be found illustrating how the market is constructed as the driver of a student's development. Whether this means that *the changes taking place in the workplace* become a priority area for study, or that *acquiring a realistic and expanded sense of career possibilities* and workplace expectations gains a new urgency for students; in each situation, the workplace is positioned as determining the student's daily learning agenda. The agent of change or influence in all of these statements is *the economy, careers, the workplace, or*

¹⁰¹Ibid. p. 7.

¹⁰²Ibid. p. 8.

another similar entity. Students themselves are confined to a position of obligation, as they are portrayed as objects in the exercise. They are *required to, need to acquire, need to develop a sense of*, some thing or things that they do not affect: *attributes valued in the workplace, jobs available now and in the future, rapid change, career possibilities or the nature of work*. These agents of change set the contents of the Career Development and Work Experience curricula. Rapid change in the economy, requirements of the workplace and the availability of jobs, it is suggested, has made it necessary for students to acquire certain skills and knowledge in order to gain employment and succeed. Teachers, then, before having begun their lessons on the Career Development organizer, have already been exposed to a specific rationale; unlike in the Personal Development curriculum, students will engage in the Career Development learning process as outsiders.

Career Development Learning Outcomes and Resources

When a "learning" process is presented as serving a pre-established objective, when students' critical thinking, exploring or discussion on a given topic is expected to lead all of them to a lone answer, it follows that the learning outcomes associated with this subject matter would also embody such a singularity of destination. Indeed, as has been mentioned above, in the case of Career Development the organizer's learning outcomes are less numerous and less

diverse than those found in the Personal Development organizer. In addition, they are supported by a smaller number of learning resources per outcome than is the case in Personal Development.

This restricted sense of perspective arising from the limited number of learning resources available for each subject area carries implications for the way students come to understand Career Development's core concepts. It is especially through the stark contrasts that would emerge between their learning experiences in Personal Development and those in Career Development that students would come to grasp the suggestions being made by Career Development's composition. First, when compared to Personal Development, less resources made available for Career Development implies that there is simply less of a need for resources in this subject area, since differences of perspectives on the economy are not part of what students "need to know" in order to gain employment. A restrained set of learning resources, then, contributes to an "efficient" study of the economy and the workplace. Time dedicated to exploring different points of view on the economy, problematizing how the work world has come to adopt a certain set of rules and codes, the argument contends, only serves to distract students from their central task. Here, unlike in Personal Development, there is no mention of contending theories, public engagement, collective responses and participant-

defined knowledge. Unlike Personal Development which suggested to students that many key questions could be identified by interacting collectively with the diversity found in the learning resources, Career Development states clearly that there is no need for identifying questions. The core knowledge on the subject is known and established, and as a result, learning resources play a different role: they reveal and clarify the "facts" of career education to students.

Since there is an indirect reason behind the restrained number of resources -- that is, that some have decided that additional knowledge and differences of perspective are not necessary -- the suggestion is also being made to students that all those who may have had a stake in the non-economic or community issues found in Personal Development do not carry that voice into matters of Career Development. Whereas students themselves may have been encouraged by the learning outcomes or resources of Personal Development to speak from the position of actor/participant, the group who occupies this space in Career Development is much more limited. In other words, in Career Development, unlike in Personal Development, not everyone who interacts with the subject matter (in this case, the economy) may legitimately speak about it. Rather, those who are most often considered economic or business "leaders" maintain this position of privilege as the opportunity is not presented to students to

challenge assumptions by consulting other sources or hearing various points of view. In short then, as was seen above, less learning resources associated with Career Development means that claims contributing to the worldview of Career Development go regularly unexposed and unproblematized, leading to a further normalization of the dominant strain in its messages. In this context, the knowledge students may acquire from classroom instruction or the learning resources of Career Development, while including aspects that may prove useful to a student's career search, serves to limit a student's capacity to ask the appropriate questions that could lead to an alternative conceptualization of the economy and work. Ultimately, this means an increasingly passive yet widespread acceptance among students of the key premises in the Career Development organizer, who in turn see their range of options for participation in career education reduced to a "fine tuning" exercise in preparation for the "realities" of the working world.

Career Development: Text Analysis

Evaluating Career Development's early messages to teachers and assessing the implications of a lack of learning resources has exposed a disempowering and depoliticizing logic in the Career Development curriculum, one that fails to invite students to explore a critical depth of knowledge on the organizer's content areas. Indeed, from the composition of the organizer, we have seen that

Career Development embodies a number of assumptions about how students should come to understand the world of work, and is able to promote and reinforce these assumptions by leaving a number of the curriculum's key concepts unproblematicized. These few impressions, then, are deepened and further refined by deconstructing the principal textual messages in the Career Development learning outcomes. These key messages influence readers' impressions about CAPP's work-related subject matter through a number of direct and indirect normative claims. A representative sample of learning outcomes from Career Development are presented below in Table 2.

Table 2.

Selected Learning Outcomes, Career Development

It is expected that students will:

- identify role models and list their attributes
- link personal interests and attributes to the development of personal potential
- identify career opportunities in a changing society
- describe the impact of changes taking place in the economy, society, the environment and in the job market
- demonstrate a knowledge of the factors that affect the availability of career opportunities
- list basic job-seeking skills
- demonstrate an understanding of personal management skills and transferable employability skills
- use work experience to evaluate personal, education, and career plans
- practise and demonstrate the skills, attitudes, and behaviours necessary for employment, such as the following:
 - effective communication skills
 - problem-solving and decision-making skills
 - a positive attitude towards one's duties
 - a "work ethic" including confidentiality, regular attendance, punctuality, honesty, trustworthiness, responsibility, and so on
 - a respect for diversity and individual differences
 - the ability to function as effective team members
 - the ability to meet performance standards for the workplace
 - the ability to perform work in a safe manner
- demonstrate an understanding of an organizational structure of the workplace
- link the skills, abilities, and aptitudes acquired during their work experience to the objectives identified in their Student Learning Plans

Source: From British Columbia, *Career and Personal Planning*, Victoria, Ministry of Education, 1995, pp. 139-146.

As has been mentioned above, the inherent goal of Career Development is to successfully prepare students to be better able to participate in the workplace. And while these notions of "workplace" and "career" are external categories to which students must adhere, they are presented to students as moving targets, situated in an environment of *constant change*. Change is one of the principal assumptions of Career Development. In phrases such as *identify career opportunities in a changing society*, the aspect of change summarized in the statement 'in a changing society' is presented as given, as the generally accepted context for the exercise. Without making any specific statements, the phrase is also implying that the context of a *changing society* is likely to alter a student's career choices, most likely by restraining them, or in the language of Career Development, by making them more realistic. When change is used as context in this way, it is never addressed. Since it cannot be avoided, since it is constant, the argument follows that the student's only option is to work within its parameters. Change is thus constructed as an undeniable, unquestionable backdrop for the new world of work. Understanding what change is, what or who drives it, who may benefit from it, where students are situated in relation to it and finally, how to affect it is not part of the curriculum's intention. Students need simply to know that change cannot be denied, and move on to assume its constant presence in their relation to work. In this way, it is the

empty context that serves to provide quick responses to questions that Career Development seeks most often to avoid.

The literature also manages to effectively associate the notion of change with a linear, causal depiction of the economy. Changes in the economy and jobs are regularly acted upon, by technology, by trends in demand, and by efficiency requirements. Students, other individuals or collectivities are not considered to be part of a dynamic mix, along with technology and other more structural factors, which together influence the direction and image of society. Rather, students are first of all observers of a phenomenon of which they are not a part. They are expected to describe the impact of changes taking place, and demonstrate a knowledge of factors that affect the availability of careers. After having academically observed the effect of change from a distance, it is suggested here, students will be in a better position to accept the "inevitable" impact of economic and social change in their own lives as they move into the job market.

Contextualizing the economy, work and careers in a language of undeniable and unavoidable change is not the only way that Career Development is understood through the literature. Economic issues and problems in Career Development, as well as the actions conceived as responses to them, are primarily constructed as personal, not

collective, matters. In other words, for Career Development, the student comes into contact with the economy and the world of work as an individual, equipped with personal characteristics that he or she has been able to sharpen through CAPP. Success or failure in this environment, it is implied, will depend on these characteristics. This tendency begins with Career Development's first sub-organizer, Career awareness, which seeks to "develop students' understanding and appreciation of personal characteristics and how these relate to potential careers"¹⁰³. In this section, activities to improve a student's career readiness include *identifying role models and listing their attributes and linking personal interests and attributes to the development of personal potential*. Later, students are asked to *demonstrate a knowledge of personal management skills*, and are reminded that these skills are not a matter of choice, nor part of a process of learning over the course of a career, but rather that they are *necessary for employment*. Since important categories in the course, such as the economy, are not adequately problematized, students do not receive a sense of their place in the economic world around them, or how they interact with their peers and their community through a newly assumed economic identity. Lacking this context, Career Development proposes a response to students: that it is a student's *personal skills, attitudes, behaviours,*

¹⁰³British Columbia, Ministry of Education, *Career and Personal Planning...*, Appendix A: Learning Outcomes, p. 139.

attributes and abilities that are crucial in searching for a career. If the search is successful, it is implied, the student evidently possesses the right ability and the right attitude for the career. The success here belongs to the student. Likewise, if the search is unsuccessful, the suggestion is made that the student does not possess the right skills and behaviours to obtain employment. Failure here is not considered to be the result of a high unemployment rate, or any other systemic, societal-level factor. Since the existence of power in an economic system has not been accounted for in Career Development, any result, be it positive or negative, is possible for students to achieve; in the positive scenario, providing they are able to acquire and perfect the necessary preconditions to success. With pedagogical activities such as role model emulation replacing Personal Development techniques such as the media analysis discussed earlier, the Career Development curriculum fails to contribute to the capacity of students to work collaboratively toward common responses, gain a respect for different views on career-related subjects, explore how problems may be seen as affecting more than simply individuals, or how a collective learning project may serve to benefit all the members of a community. The Career Development course, rather, becomes a conglomeration of many individual, disconnected "tooling up" processes, where each student is eventually measured in terms of their ability to

demonstrate the effectiveness of their personal skill set for a future workplace.

The last of the prominent messages emerging from Career Development's learning outcomes originates specifically from the last segment of CAPP. *Work Experience*, CAPP's mandatory work placement programme, while sharing many similar themes with the larger career development subject matter, also embodies certain specific messages that further suggest to students that the workplace is a "natural", non-political space. However, in this instance, the language takes an extra step and implies that the utility of what a student has learned throughout the course is ultimately proven by its applicability in the workplace. This final articulation of a recurring theme, *that the workplace is aspired to and not reflected upon*, is illustrated in the Work Experience learning outcomes, listed as the final four passages in Table 2. These passages are expanded upon below.

CAPP's Work Experience segment is undertaken by students during their senior high school years, Grades 11 and 12, after having followed the secondary school CAPP curriculum since Grade 8. Structurally, then, the course is organized around a final participation in work experience, implying that the rest of the curriculum is meant to serve this end by preparing students to meet its "requirements". Indeed, Work Experience's learning outcomes confirm this

structural impression made by the CAPP curriculum. As students enter the work environment, they are reminded of the objectives of the exercise on which they will embark: that in the course's final stage, they *practise and demonstrate* the skills they have learned about through classroom instruction during previous years and lessons. The alternative, that work experience becomes itself an entry point for further critical reflection on work and careers, is denied by the literature. The limited number of outcomes that do apply to the period following the work placement, rather than creating opportunities for a deeper understanding of the experience, reinforce the non-political space given to "the world of work" by having students simply confirm that they have gained the "appropriate" information for future employment. Upon return from the workplace, students are expected to measure success by their ability to observe a conformity between their initial Student Learning Plans and their work experience results, and also by *demonstrating an understanding of an organizational structure* that they most likely observed during their placement. Furthermore, as students complete their work placement, the evaluation that they are asked to undertake calls on them to *use work experience to evaluate personal, education, and career plans*. This leads students clear from posing any reflective questions about work or, to reverse the wording of the outcome, to any evaluation of *work experience* using personal, educational or other guidelines.

Soon after having taken part, then, work experience students have their "experience" defined for them by a process that directs their attention to checking their personal skills acquisition over time, away from further learning, reflection or action in response to the experience. In all, the final message in Work Experience -- that any critical standpoints found to be useful and relevant elsewhere need to be put permanently aside before entering the workplace -- is successfully communicated to those students who may have still imagined all of CAPP to be founded on the common values of critical inquiry and a democratic, participant-defined educational project.

To review, then, studying the stated objectives and learning outcomes of CAPP suggests that there is a striking divergence in the course's conceptions of the "personal" and the "career-related", or economic. Through the course materials, CAPP sends the message to students that they may participate in an engaging and open discussion about personal development, but they need to be instructed by "experts" about the demands of the world economy, the jobs that will be available to them in the future and the pace of economic and social change that will result. Unlike their "personal" lives, that involve defining with their peers a common conception of well-being, students are not given the impression that they are members and participants in their economic world, or that as agents they may affect change

rather than simply being passive observers of it. CAPP's distinction between the political and the "normal", in this sense, presenting some opportunities and some constraints, is an indication of globalization's complex challenge to the ability of agents to assume a role in the direction of their lives and their communities.

CHAPTER FOUR: SYNTHESIS AND THEORETICAL CONTRIBUTIONS

Through a critical study of the CAPP curriculum, this thesis demonstrates that the most prominent theme found in CAPP is the course's repeated and sharp divergences in its messages to students. In short, the case study describes a profound difference between students' exposure to "personal" or social issues and those related to the economy and careers. Whereas the treatment of social issues in CAPP can be described as civic and progressive pedagogical project, student learning on the economy is quite the contrary, conveying dominant attitudes to students about the organization of the world around them. This analysis chapter will present the main messages about globalization that emerge from the study of CAPP, each in the form of such a divergence. It will also compare these findings with the elements studied earlier that comprise Cox's theory of globalization. In so doing, this chapter will serve to demonstrate the thesis' central argument; that the double logic of globalization as a hegemonic project, while attempting to construct a new hegemony on the foundations of a restructuring of production, also provides agents with the tools for counter-hegemony through (1) the promotion of divergent constructions of identity, (2) the contradictory actions of states in both disabling and nurturing these identities and (3) the simultaneous concentration and dispersement of authority and knowledge. The final remarks

of this chapter will consider how the study of CAPP may contribute some specifics to Cox's theory of identity construction and counter-hegemony.

A. Globalization: Main Findings from CAPP

Earlier in the thesis, the case study arranged its conclusions according to the relevant subject area of CAPP; conclusions related to the Personal Development section of the course were grouped together and reviewed, as were those from the Career Development organizer. In this section, the findings of the case study will be alternatively organized and discussed according to the central messages on globalization emerging from the CAPP literature.

i) Production and Social Relations

The first, most basic message on globalization found in CAPP is the prominence of what has been called the "double movement"¹⁰⁴: the combination of an "upward" push towards the global organization of production with a simultaneous "downward" trend towards increased localization of social relations. This double movement is more than merely the occurrence of two opposing trends. Rather, it is capable of

¹⁰⁴While borrowing the term from Polanyi, Cox nonetheless adapts its meaning to apply to his understanding of the contemporary globalization phenomenon. For example, see Cox, "Multilateralism and World Order", p. 177.

obscuring the power dynamic in globalization. Through the combination of these forces, globalization sends the message that power is increasingly dispersed and less concentrated. For instance, as part of the upward movement, the message is conveyed by CAPP that the competitive, global market shapes choices and determines futures. This is most apparent in the Career Development organizer, where students learn that their career options are set by the market, and that a student's responsibility is to identify and meet the market's requirements. Alternatively, as part of the downward push, globalization considers that in other cases decisions are best made by individuals and local communities. In CAPP, this second tendency has been shown through the learning outcomes in Personal Development that promote discussion and participation on a range of topics related to personal identity and well-being. When separate, these two trends represent opposing projects, at once dominant and critical. Together, however, they construct a mythical image of an order that is free of any ideology, where global economics can coexist with local empowerment for the benefit of all. In this way, globalization strengthens its allure and builds its legitimacy by joining promises of prosperity founded on global production with local opportunities for the development of critical consciousness and collective action.

Elements in Cox's theory of hegemony correspond closely with the above depiction of production and social relations from CAPP. The presentation of the convergence of interest around the need to marry global markets with local models of empowerment demonstrates the concessions and compromises that a hegemonic order may make that draw its opponents to its project. In addition, the above statement that a dominant global order can contribute to the gain of all corresponds with Cox's notion of hegemonic consent. Indeed, for Cox, hegemony is characterized by a common, voluntary understanding among players that benefits from the order must be distributed widely for the system to maintain its legitimacy.

ii) Authority and Knowledge Construction

In a similar fashion, globalization is comprised of both conventional and critical conceptions of knowledge construction and authority. First, it reinforces the authority of "experts" in articulating the problems, priorities and solutions associated with the world economy. In CAPP, the aptitudes and skills considered necessary to participate in the global economy are presented to students as established truths. To succeed, students receive necessary instruction and training from business "insiders" and role models, but do not have the authority to question or discuss the information they receive. Second, globalization is comprised of a parallel trend towards a

greater plurality of authorities and a notion of shared knowledge construction. Here, especially related to issues of social relations and personal development, CAPP's teaching methods place emphasis on collective problem-solving and dialogue, the consideration of contending theories and debate on important subjects, and respect for differing opinions among students.

The institutions associated with the Gramscian notion of the expanded state -- what Cox referred to earlier as the mechanisms and carriers of hegemony -- play the most central role in concentrating knowledge amongst the few, and effectively distributing that knowledge in a manner that reinforces dominance and builds acquiescence. Cox, like Gramsci, has recognized that the educational system fulfills a crucial function in this respect, arguing that it "creates a basis for acceptance of the established social order as a technically complex system intelligible to officially certified specialists"¹⁰⁵. However, the above findings from CAPP also seem to suggest that the same institutions that control knowledge are at times capable of engaging debate and promoting contention in a way that opens spaces for discordant views. And while reserved, Cox does not deny the possibility of this openness occurring. However, it would be unlikely for such a space to illustrate more than an

¹⁰⁵Cox, *Production, Power...*, p. 170.

'incremental gain', or a hegemonic 'concession' to the order's opponents.

iii) States

In the case presented here, the more conventional 'state' has assumed an important role in contributing to both tendencies in globalization's double movement. On the one hand, the state plays a role in facilitating global capital accumulation and private investment, while on the other hand, it seeks to create spaces for increased local governance and decision-making practices. Through CAPP, the state is seen in action, assuming both of these roles. First, it serves economic globalization by instructing students on how to acquire the necessary skills for the world economy. Second, its non-prescriptive governance and course-delivery models, including the absence of an assigned textbook, is intended to allow communities to make an increased amount of choices for themselves, based on their own needs. Thus, as Cox also maintains, a state may fulfill differing and conflicting functions in globalization, promoting both an economic order that leads to greater exclusion and social relations that accept difference and encourage participation.

iv) Identity Formation and Counter-hegemony

In a final double movement, globalization nurtures the development of both individualist and collective identities.

First of all, the strong emphasis of CAPP in developing individualist, economic agents is seen in its teaching methods, its suggestions from learning outcomes, as well as the course's evaluation techniques rewarding personal achievement. Especially prominent in the Career Development section of the course, students are taught to individually acquire the needed skills to succeed in a world economy that rewards only the most capable. For the rest of students, Career Development aims to alter their outlook on the world. It encourages them to develop a "realistic" sense of career opportunities in the course learning outcomes, and seeks to lower their expectations of collective responses and potential support from their peers. In all, it attempts to dissuade students from possessing any interest in *understanding* the world around them in favour of becoming more simply an uncritical part of it.

While promoting these individualist identities, globalization also permits collective, more inclusive attachments, especially those resulting from more social relations. In its most prominent set of messages, Personal Development suggests to students that, in association with others, they can identify issues of importance for their well-being and development, they can engage in an informed debate on these issues, and that together, they can identify alternatives. The practice and repetition of this learning process in Personal Development exposes students to a non-

hegemonic but nonetheless collective project, thus standing in contrast to the individualist values prevalent in Career Development.

These trends in identity formation mean that through globalization, agents are both constrained and enabled in their action. On the one hand, globalization shows us that a growing portion of the population exist merely as passive consumers, even victims, of globalization's "products": be these products consumer goods, lifestyle imagery or ideology. As CAPP has shown, there is considerable pressure placed on students to assume the identity of passive consumers of globalization. They are told of the scarcity of employment and of the urgency of acquiring the skills demanded by the economy. The formula response that globalization proposes to this dilemma is that individuals should strive to meet the system's necessary requirements for inclusion, and then place their faith in the market to in turn meet their needs. As individuals accept this path, the future possibilities for agency and resistance are effectively eliminated, the right to articulate opposing views having been exchanged for a chance to compete for membership in the exclusive global economy.

The opportunities created by globalization that carry the potential to enable agents, while seemingly more limited, need nonetheless to be adequately understood.

CAPP's Personal Development organizer offers a number of examples of such opportunities. First, Personal Development is seen as "politicized", or enabling, because the public is invited to discuss the course organizer's content, and because teachers seek to engage students by hearing and encouraging varying points of view. Also, far from the directed and prescriptive training process in Career Development, students in Personal Development partake in an examination of their relations with the institutions and norms around them, considering both how institutions shape the choices of agents as well as how, in turn, agents come to affect the institutions and norms in which they live and make their choices.

B. Theoretical Contributions

What do the above findings from CAPP contribute to Cox's globalization theory? The argument demonstrated here, that globalization's double logic as a hegemonic project attempts to construct a new hegemony while also providing agents with tools for counter-hegemony, both confirms and goes beyond Cox's position on globalization.

The first way in which the CAPP study confirms Cox is by demonstrating that globalization represents a hegemonic project. What we have largely considered as CAPP's counter-

tendency, Personal Development, does present students with opportunities to develop a certain collective consciousness, but does not openly challenge the individualist values of Career Development. In fact, it contributes to a discourse of "opportunity" and "promise" that allows globalization to maintain a certain attraction despite its parallel push towards an ever more restrained sense of inclusion.

Second, the study of CAPP confirms Cox's theory in that it outlines the dual role of both states and other institutions with respect to the construction of identities. These structures facilitate capital's internationalization, and in the case of CAPP, are able to convey the message to students that they must conform to the market's requirements. In this way, state structures in globalization transmit and reinforce patterns of dominance. At the same time, CAPP has suggested that the possibility exists for these structures to nurture agency by creating opportunities for shared decision-making and local governance.

Finally, CAPP also points to one clear instance that appears to take a step further than Cox's understanding of globalization, by identifying the possibilities for and sources of counter-hegemony. The concluding remarks of the theory chapter had suggested that because of the strong capacity of hegemony to accommodate opposing tendencies, Cox did not theorize how counter-hegemony could effectively

begin. Here, the study of CAPP has demonstrated that without being counter-hegemonic, elements of its curriculum are able to contribute to a critical consciousness, or develop the preconditions necessary for counter-hegemony. This suggests that the duality of hegemony/counter-hegemony -- where a given action represents either an 'incremental gain' within the framework of hegemony or a contribution to a war of position, but cannot be one and the other -- may be challenged by globalization. CAPP suggests that certain actions in globalization, such as elements of Personal Development, that in effect strengthen the hegemonic project, simultaneously serve as necessary fore-runners to counter-hegemony.

CONCLUSION

This thesis seeks to make a contribution to the understanding of globalization in the fields of IR/IPE. It begins by acknowledging a certain agreement among the discipline's observers, that apparent difficulties encountered in comprehending globalization seem to be especially related to the insufficient theoretical tools with which IR/IPE has equipped itself over time. Here, W. Cox and C. Turenne Sjolander note that the limits of realism and structural materialism, tied respectively to notions of territory and universalizing capital, both seem incapable of coming to terms with the complexity of globalization. Likewise, L.H.M. Ling considers liberals and Gramscians to be equally trivializing to the genuine differences promoted by internationalization. In short, it is argued, IR/IPE theory in general seems inadequate before the array of elements that are part of globalization.

Greater attention to the constructions of identity and to agency, it is proposed, could well provide a more complete set of knowledge about the world with which to better assess globalization. Agents are constructed, and construct their identities, in dialectal relation to other identities and structures. For this reason, incorporating identity construction and agency in our theory of

globalization is inherently dynamic and ensures that our theorizations will avoid the pitfalls of seeing globalization as solely homogenizing. With these points in mind, the British Columbia high school curriculum, Career and Personal Planning (CAPP), can be considered as a local artefact of globalization. The course's contents carry a wide range of messages that can in turn lead to conclusions about the contemporary world order.

Robert Cox's critical theory of globalization is an appropriate tool for explaining the dynamic of identity and agency in globalization, precisely because he is capable of employing a theory that takes the divergent and dialectic aspects of globalization into account. With this in mind, a review of Coxian theory illustrates the main arguments of the author. First, Cox gives primacy to the internationalization of production as the centrepiece of globalization. Second, his view of state forms in globalization makes room for variance both between and within states. Third, Cox explains globalization using the lens of hegemony, and describes globalization as simultaneously reproducing dominance and accomodating difference. Fourth, Cox's view of identity construction begins as being conditioned by the restructuring of production, where the resulting segmentation of identities into intermediate, non-production-based categories represents a strength in the global order. It is this series

of claims, then, that is held in comparison with the results from the study of CAPP.

In order to identify and comprehend the construction of identities in CAPP's texts, a method encompassing approaches found in both Education and Political Science literature is employed. The selected technique -- an example of critical discourse analysis -- assists in both situating and deconstructing the range of messages found in CAPP's written literature. The principal sources of messages in CAPP include the full range of course rationales, aims and objectives and messages to teachers; the course's learning outcomes and the Ministry-recommended learning resources; and the course's Work Experience material.

CAPP's messages to students show a considerable divergence between the course's socially-based and career-related themes. On the one hand, students in Personal Development enjoy a greater variety of messages in the course, with far more learning outcomes and learning resources than can be found in Career Development. In addition, the textual messages of Personal Development reinforce this trend. They suggest that students engage in a critical exploration of their personal development, while respecting different points of view, building a heightened consciousness of community and deconstructing the power relations found in the world around them. On the other hand,

students participating in the Career Development organizer face a completely opposing set of objectives, outcomes and messages. Here, students must conform to the external norms of the market, learn and internalize the individualized skills that the market requires, accept that they do not have the right to a voice in economic decisions, and come to consider the attainment of work in the competitive economy as the ultimate *raison d'être* of any education they receive.

These divergences in CAPP are illustrative of a number of points about globalization. In all of these divergences, the counter-tendencies represent instances of critical pedagogy, but simultaneously legitimize the dominant order by tempering the exclusionary messages with opportunities for participation. First, globalization encompasses a tendency to push power upward with the world economy, and simultaneously localize other decisions that are most related to social or societal issues. Second, globalization reinforces the authority of experts in areas of economic relations while also enabling a trend toward shared knowledge construction and the questioning of mainstream authority. Third, states play a role in encouraging both the upward and downward thrusts, facilitating a move toward capital accumulation while simultaneously offering greater choice and decision-making power to localities. Fourth, globalization promotes both individualist and collective identities, suggesting to students that their successful

interactions with the market rely on their personal aptitude, while placing emphasis on students' collective capacity to create meaning and explore solutions in areas of social relations.

Last, these findings from CAPP both confirm and add to Cox's conceptualization of globalization. First, the CAPP study confirms Cox by demonstrating that globalization represents a hegemonic project; it reproduces dominance while nevertheless offering certain opportunities for difference to prevail. Second, CAPP also confirms Cox by demonstrating that state structures play divergent and contradictory roles; they facilitate global capital accumulation that limits prospects for agency while also nurturing some forms of collective action through the promotion of local governance and decision-making. Third, this study of CAPP adds to Cox's theory of globalization by demonstrating how elements of its curriculum, while consistent with the hegemonic project, also set important preconditions for counter-hegemony. Action in globalization, it suggests, is more fluid and less predictable than the categories of hegemony/counter-hegemony seem to permit.

HEALTHY LIVING

To encourage students to value and adopt balanced, healthy lifestyles.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
<ul style="list-style-type: none"> • analyse and evaluate personal attitudes that promote healthy eating habits and a healthy lifestyle • evaluate the influences of gender, peers, family, community, and culture on their attitudes and values regarding healthy living • use information and resources to support aspects of healthy living • describe the impacts that different cultures and economic situations have on personal health 	<ul style="list-style-type: none"> • identify the characteristics of healthy eating and active lifestyles • demonstrate a willingness to examine, explore, and set personal goals for a healthy lifestyle • describe the impacts that the environments of people in different countries or in a variety of economic situations have on their personal health • identify key features of health resources and services • demonstrate an understanding of the potential impact of individual actions at personal, community, and global levels • demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases 	<ul style="list-style-type: none"> • relate their personal lifestyles to the characteristics of a healthy lifestyle • relate personal eating and activity patterns to the characteristics of a healthy lifestyle • demonstrate an ability to apply information to and set personal goals for a healthy lifestyle • distinguish between implicit and explicit values inherent in media messages related to health practices • relate environmental responsibility to healthy lifestyle practices • demonstrate an ability to access health-related resources for purposes of health promotion • demonstrate a knowledge of key lifestyle factors associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases 	<ul style="list-style-type: none"> • relate the characteristics of a healthy lifestyle to personal potential • evaluate media messages related to personal practices and consumer decisions • demonstrate an ability to apply information about healthy practices to personal growth and problem solving • set, evaluate, and modify personal goals for a healthy lifestyle • demonstrate an awareness of factors that influence global health issues • demonstrate an ability to identify choices regarding health issues, resources, and services • demonstrate a knowledge of common preventable diseases • demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases 	<ul style="list-style-type: none"> • relate the characteristics of a healthy lifestyle to their ability to maximize personal potential • evaluate the potential uses of the media to improve health practices and make wise consumer choices • demonstrate an ability to make informed choices regarding health issues, resources, and services • demonstrate an ability to access health-related resources, to promote their own health • examine the impact of lifestyle choices on the social, economic, physical, and environmental aspects of their personal lives • demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases

MENTAL WELL-BEING

To develop in students an appropriate sense of personal worth, potential, and autonomy.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11/12
<ul style="list-style-type: none"> • identify the factors that affect their sense of self and their personal potential • identify strategies to enhance self-growth • demonstrate acceptance and responsibility for their choices • refine their strategies for sharing and expressing their feelings and emotions • acknowledge and accept the responsibility that accompanies friendships and other relationships in school and the community • devise plans that consider personal, school, and community well-being • select, use, and evaluate sources of information to enhance their personal well-being 	<ul style="list-style-type: none"> • identify the behaviours necessary to manage emotional health and well-being • describe the characteristics of personal autonomy • demonstrate an ability to use interpersonal skills in a variety of situations • assess their accomplishments and their personal potential • examine the influence that friends have on individuals' attitudes and behaviour • devise plans that enhance personal, school, and community well-being 	<ul style="list-style-type: none"> • describe the behaviour necessary to manage emotional health and well-being • demonstrate an appropriate sense of personal autonomy • use interpersonal skills to demonstrate respect for others • outline the skills necessary to develop and maintain a variety of relationships • assess their personal potential and sense of self • implement a plan to promote personal, school, and community well-being 	<ul style="list-style-type: none"> • describe the behaviours necessary to manage emotional health and well-being • use interpersonal skills to demonstrate and encourage respect for others • demonstrate the skills necessary to develop and maintain a variety of relationships • evaluate personal attributes to identify strategies for enhancing their potential • implement a plan to promote personal, school, and community well-being 	<ul style="list-style-type: none"> • relate emotional health and well-being to personal behaviours • describe and demonstrate the skills necessary to develop and maintain a variety of relationships • articulate a perception of self in relation to others • assess and evaluate a plan to promote personal, school, and community well-being

FAMILY LIFE EDUCATION

To develop students' understanding of the role of the family and capacity for responsible decision-making in their personal relationships.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
<ul style="list-style-type: none"> • identify stereotypical views of gender roles and responsibilities in the family • describe the factors that influence the development of healthy relationships • describe the biological processes of the human reproductive system • assess the impact of peer, the media, and social trends on decision-making related to their personal relationships • describe the influence that society and culture have on the family's role in developing moral and behavioural standards 	<ul style="list-style-type: none"> • identify stereotypical views of gender roles and responsibilities that exist within a family • identify a variety of factors that influence family relationships • evaluate the impact of peer, media, and social trends on decision-making in their personal relationships • outline the physical, social, and emotional changes associated with puberty • identify and practise the skills necessary for communicating with family members • relate family values and traditions to their own beliefs and behaviour standards 	<ul style="list-style-type: none"> • identify a variety of roles and responsibilities that exist within a family • describe a variety of factors that influence family relationships • evaluate the impact of peer, media, and social trends on sexual decision-making • describe the physical, social, and emotional changes associated with puberty • identify the components needed to build and maintain healthy relationships • identify the factors that influence responsible sexual decision-making 	<ul style="list-style-type: none"> • describe the evolving nature of roles and responsibilities that exist within a family • assess the influence that society and culture have on the family's role in developing moral and behavioural standards • analyse the components needed to build and maintain healthy relationships • demonstrate an awareness of the factors that influence responsible sexual decision-making 	<ul style="list-style-type: none"> • identify and describe the evolving nature of roles and responsibilities that may exist within a family • evaluate the effects of responsible sexual decision-making • evaluate the components needed to build and maintain healthy relationships in their adult lives

CHILD ABUSE PREVENTION

To develop in students the capacity to assess, prevent, and resolve abusive situations.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
<ul style="list-style-type: none"> • identify and describe feelings and act on them in a socially acceptable manner • describe indicators of both healthy and abusive relationships • establish safety guidelines to protect themselves and others from abusive situations • identify resources and services that can help in specific examples of abusive situations 	<ul style="list-style-type: none"> • identify appropriate or socially acceptable responses to a range of emotions • define several types of abuse, including sexual, physical, and emotional abuse or neglect • identify and outline the dynamics of interpersonal relationships as they apply to emotional, physical, sexual, or emotional abuse or neglect • describe or demonstrate problem-solving and assertiveness skills 	<ul style="list-style-type: none"> • demonstrate a willingness to practice socially acceptable responses to a range of emotions • distinguish among the following: sexual, physical, and emotional abuse or neglect • describe the dynamics of interpersonal relationships as they apply to physical, sexual, and emotional abuse or neglect • demonstrate problem-solving and assertiveness skills as they apply to relationships • identify appropriate services, support, or intervention for abusive situations 	<ul style="list-style-type: none"> • demonstrate acceptable responses to a range of emotions • describe the dynamics of relationships as they apply to emotional, physical, and sexual abuse • demonstrate problem-solving and assertiveness skills as they apply to abusive or exploitive relationships • identify appropriate services, support, or intervention for abusive situations 	<ul style="list-style-type: none"> • demonstrate and encourage in others, socially acceptable responses to a range of emotions • evaluate the dynamics of relationships as they apply to emotional, physical, and sexual abuse • describe the process of attaining appropriate services, support, or intervention for abuse situations

SUBSTANCE ABUSE PREVENTION

To develop in students the ability to make responsible decisions regarding substance use as they develop a healthy lifestyle.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
<ul style="list-style-type: none"> • identify the short- and long-term effects and consequences of substance abuse on self and family • differentiate between the use and abuse of medicinal and non-medicinal substances • identify decision-making processes and problem-solving strategies to prevent substance use and abuse 	<ul style="list-style-type: none"> • describe the effects of substance use and abuse on self, family, and society • identify peer and media influences related to substance use and abuse • identify decision-making processes and use problem-solving strategies to prevent substance use and abuse in various settings and relationships 	<ul style="list-style-type: none"> • relate the effects of substance use and abuse to potential consequences • describe peer, cultural, media, and social influences related to substance use and abuse • demonstrate an ability to make decisions and apply problem-solving strategies to prevent substance use and abuse 	<ul style="list-style-type: none"> • demonstrate an understanding of the effects and consequences of substance use and abuse for themselves and for others • evaluate peer, cultural, media and social influences related to substance use and abuse • apply problem-solving strategies to respond appropriately to pressures related to substance use and abuse • demonstrate the ability to access support services in the school 	<ul style="list-style-type: none"> • evaluate the consequences of substance use and the addiction process • demonstrate effective responses to pressure regarding substance use and abuse • demonstrate the ability to access support services in the school and the community

SAFETY AND INJURY PREVENTION

To develop in students the ability to apply principles of safety to all aspects of their lives.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
<ul style="list-style-type: none"> • describe internal and external signals of danger in familiar and unfamiliar situations • evaluate the impact of their behaviour on the safety of themselves and others • describe basic first-aid skills 	<ul style="list-style-type: none"> • describe appropriate safety or emergency procedures for use in the home, school, community, and workplace • describe basic first-aid skills • demonstrate effective strategies to avoid unsafe situations 	<ul style="list-style-type: none"> • demonstrate the ability to apply appropriate safety or emergency procedures in the contexts of the home, school, community, and workplace • demonstrate basic first-aid skills • respond appropriately to unsafe situations 	<ul style="list-style-type: none"> • consistently analyse and respond appropriately to unsafe situations • demonstrate basic first-aid skills in the contexts of the home, school, community, and workplace 	<ul style="list-style-type: none"> • demonstrate an ability to make informed choices about the prevention of injury to themselves and others • demonstrate basic first-aid skills in the contexts of the home, school, community, and workplace

CAREER AWARENESS

To develop students' understanding and appreciation of personal characteristics and how these relate to potential careers.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
<ul style="list-style-type: none"> • create inventories of their current personal attributes, accomplishments, interests, and skills • relate their personal inventories to career clusters • identify the talents and abilities of positive role models in a variety of occupations and career clusters • classify transferable skills that arise from school, and from recreational, cultural, sports, and extra-curricular activities and interests 	<ul style="list-style-type: none"> • assess changes in personal attributes, accomplishments, interests, and skills, and update their personal inventories • identify role models and list their attributes • classify their transferable skills that are applicable in school, as well as their recreational, cultural, sports, and other extra-curricular activities and interests 	<ul style="list-style-type: none"> • document their attributes, accomplishments, interests, and skills in their Student Learning Plans • link personal interests and attributes to the development of personal potential • examine role models to identify their personal attributes • relate their transferable skills to occupational and lifestyle choices • identify the knowledge, skills, and attitudes needed in the workplace 	<ul style="list-style-type: none"> • review and revise their attributes, accomplishments, interests, and skills in their Student Learning Plans • identify areas of career interest and describe themselves in terms of possible career roles • identify possible obstacles to their achievement of personal and career goals • review their transferable skills and relate them to occupational and lifestyle choices • research career opportunities in local, regional, and global workplaces 	<ul style="list-style-type: none"> • explain how their attributes, accomplishments, interests, and skills relate to career interests and opportunities • regularly evaluate their areas of career interest and describe themselves in terms of possible career goals • explore options to overcome the obstacles to their achievement of personal and career goals • review their transferable skills and relate them to occupational and lifestyle choices

CAREER EXPLORATION

To enable students to take advantage of community resources in order to relate their learning and skills to education, career, and personal roles in a changing world.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11/12
<ul style="list-style-type: none"> • select and use resources to meet personal and career interests • identify possible career opportunities that exist in the local, regional, and global communities 	<ul style="list-style-type: none"> • identify career opportunities in a changing society • identify mentors and resources to support personal development and career plans • relate career choices to family expectations • research a range of career choices • explore sectors of the economy in each of the local, regional, and global communities 	<ul style="list-style-type: none"> • identify factors that influence the changing career patterns of women and men • identify mentors and resources to support personal development and career plans • identify volunteer and leisure activities that relate to the career goals in their Student Learning Plans • identify the courses needed to meet their career plans • identify and describe the impact of changes taking place in the economy, in society, in the environment, and in the job market 	<ul style="list-style-type: none"> • identify the factors that affect the availability of career opportunities • evaluate the relevance of particular services and resources to their achievement of the education, career, and personal goals set out in their Student Learning Plans • identify and research those education routes and experiences necessary to achieve their goals • select courses to match their career plans • describe the impact of changes taking place in the economy, society, the environment, and in the job market • demonstrate the skills required to establish a job search network involving colleagues, friends, and family 	<ul style="list-style-type: none"> • demonstrate a knowledge of the factors that affect the availability of career opportunities • apply the information gained from services and resources to the achievement of education, career, and personal goals as set out in their Student Learning Plans • create plans to identify possible career paths involving post-secondary training or education • analyse the changes taking place in the economy, environment, society, and the job market • assess and evaluate the contributions of various types of work

CAREER PREPARATION

To develop students' understanding of the academic, teamwork, and personal management skills needed to succeed in the workplace.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11/12
<ul style="list-style-type: none"> • identify personal management skills • relate budgeting to short- and long-term goals • demonstrate commitment to creating a balance between work and leisure activities 	<ul style="list-style-type: none"> • list basic job-seeking skills • describe personal management skills and transferable employability skills • identify a variety of decision-making structures that exist in the workplace (corporate, union) • identify the components of personal finances 	<ul style="list-style-type: none"> • identify basic job-seeking skills • demonstrate an understanding of personal management skills and transferable employability skills • outline key features of the <i>Employment Standards Act</i> relevant to their work experience and their career plans • describe the skills necessary to manage personal finances • describe a variety of decision-making structures that exist in the workplace 	<ul style="list-style-type: none"> • demonstrate basic job-seeking skills • compare their personal competencies with respect to generic, transferable employability skills and document them in their Student Learning Plans • relate provincial employment standards relevant to their work experience and career plans • outline their plans for future work experiences • demonstrate an ability to manage basic personal finances • evaluate a variety of decision-making structures that exist in the workplace • demonstrate a knowledge of basic workplace safety regulations 	<ul style="list-style-type: none"> • demonstrate a variety of job-seeking skills • demonstrate and evaluate generic, transferable employability skills and document them in their Student Learning Plans • relate provincial employment standards to their work experience and their career plans • relate personal finances to their career and personal plans • use work experience to evaluate personal, education, and career plans • follow basic workplace safety regulations

COLLECTING INFORMATION

To develop students' abilities to gather and record the information needed to make and carry out education, career, and personal plans.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11/12
<ul style="list-style-type: none"> • revise their records of personal attributes, interests, and talents • identify changes in their attributes, interests, and talents • use their personal support networks to further their education, career, and personal goals • evaluate factors that affect decisions made about their education, career, and personal futures and develop strategies to help them make these decisions 	<ul style="list-style-type: none"> • gather the information required to initiate the development of their Student Learning Plans • identify changes in personal attributes, interests, talents, and values (updating their personal skills inventories) • build networks of resources to support their education, career, and personal goals • seek advice and support from others to carry out their plans 	<ul style="list-style-type: none"> • organize and develop Student Learning Plans • connect their personal strengths, interests, attributes, and values to their education, career, and personal goals • refine the networks of resources that support their education, career, and personal goals • seek and acknowledge advice and support from others to carry out plans 	<ul style="list-style-type: none"> • refine their Student Learning Plans based on their education, career, and personal goals • examine their strengths, interests, aptitudes, and values for the purpose of ongoing self-assessment • evaluate their networks of resources that support their education, career, and personal goals • collect information from a variety of sources (including electronic sources) on potential career and education opportunities • evaluate the advice and support from others regarding their plans 	<ul style="list-style-type: none"> • use their Student Learning Plans as tools to record, analyse, and evaluate their short- and long-term education, career, and personal goals • examine their strengths, interests, aptitudes, and values for the purpose of ongoing self-assessment • access and use resources that can support their efforts to carry out their plans • access services and technological resources that can help them carry out their plans • evaluate advice and support from others to carry out their plans

MAKING PLANS AND DECISIONS

To develop students' abilities to plan and make decisions systematically.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11/12
<ul style="list-style-type: none"> • predict or suggest possible problems associated with particular situations or courses of action • practise co-operative decision making • display responsible decision making in relationships • demonstrate commitment to set short- and long-term goals related to their education, career, and personal plans • use one or more time management strategies to achieve their short-term goals • use different forms of interpersonal communication to share their short-term goals with others 	<ul style="list-style-type: none"> • demonstrate the ability to set short- and long-term goals and to share them with others • choose a problem-solving strategy and apply it to the achievement of their education, career, and personal plans • identify elements in a decision-making process • identify effective strategies for time management 	<ul style="list-style-type: none"> • use a variety of strategies to determine their short- and long-term goals and to communicate these to others • predict the effects of change on strategies for achieving goals • devise alternative strategies to achieve their goals • examine and compile a variety of planning models • use effective time management strategies in planning and implementing the goals in their Student Learning Plans 	<ul style="list-style-type: none"> • evaluate and communicate short- and long-term goals • predict the effects of change on strategies for achieving goals • assess alternative strategies to achieve their goals • relate a variety of planning models to their education, career, and personal goals • use effective time management in planning and implementing the goals in their Student Learning Plans 	<ul style="list-style-type: none"> • review their short- and long-term goals • demonstrate the ability to respond effectively to change • use alternative strategies to achieve their goals • establish criteria to evaluate the achievement of their goals

IMPLEMENTING AND MONITORING

To have students put plans into effect, monitor and evaluate them, and make refinements as necessary.

It is expected that students will:

Grade 7	Grade 8	Grade 9	Grade 10	Grades 11-12
<ul style="list-style-type: none"> • take the steps necessary to carry out their plans related to their short- and long-term goals • assess their progress in meeting short- and long-term goals related to their education, career, and personal plans • make effective use of services and resources that can help them carry out their plans • revise their goals in response to change 	<ul style="list-style-type: none"> • demonstrate an ability to select appropriate information to implement their plans • modify and revise their goals in response to change • evaluate the achievement of their short- and long-term goals 	<ul style="list-style-type: none"> • assess and then use information to implement their plans • revise goals in response to change and revise plans when required • assume responsibility for evaluating and maintaining up-to-date Student Learning Plans 	<ul style="list-style-type: none"> • evaluate their achievement of education, career, and personal goals • revise their goals in response to change and revise their plans when required • assume responsibility for maintaining up-to-date Student Learning Plans 	<ul style="list-style-type: none"> • evaluate their progress in meeting short- and long-term goals related to education, career, and personal plans • implement changes to their plans and monitor the effects • assume responsibility for maintaining up-to-date Student Learning Plans

Appendix A (cont.)

Learning Outcomes: Work Experience

It is expected that students will:

Grades 11/12
<ul style="list-style-type: none">• Complete 30 hours of work experience• Perform assigned activities in a workplace environment• Participate in a work-experience activity that supports their career, education, and personal goals as described in their Student Learning Plans• Practise and demonstrate the skills, attitudes, and behaviours necessary for employment, such as the following:<ul style="list-style-type: none">- effective communication skills- problem-solving and decision-making- a positive attitude towards one's duties- a "work ethic including confidentiality, regular attendance, punctuality, honesty, trustworthiness, responsibility, and so on- a respect for diversity and individual differences- the ability to function as effective team members- the ability to meet performance standards for the workplace- the ability to perform work in a safe manner• Demonstrate an understanding of an organizational structure of the workplace• Link the skills, abilities, and aptitudes acquired during the work experience to the objectives identified in their Student Learning Plans

Appendix B

**Learning Resources per Learning Outcome
Career and Personal Planning 8-12**

<u>Course Theme</u>	<u>Resources</u>	<u>Outcomes</u>	<u>Ratio</u>
Planning Process	98	48	2:1
Career Development	88	60	1.5:1
Personal Development	433	106	4.1:1
Work Experience	9	6	1.5:1
Totals	628	220	2.9:1¹

¹The ratio expressed here is the average of the ratios for the four organizers.

Appendix C

**Number of Outcomes By Grade and Theme
Career and Personal Planning 8-12**

Course Theme	Grade 8	Grade 9	Grade 10	Grade 11/12	Totals
Planning Process	11	12	13	12	48
Career Development	12	15	18	15	60
Personal Development	28	30	27	21	106
Work Experience	-	-	-	6	6
Totals	51	57	58	54	

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