

ORCHESTRATING DELUSIONS : IDEOLOGY AND CONSENT IN ALBERTA

JERROLD L. KACHUR pdf

1: Think-Israel Blog-ed

Jerrold Kachur, University of Alberta, Educational Policy Studies Department, Faculty Member. Studies Educational Policy Studies, Sociology of Education, and Hegemony and Anonymous Intellectual Practice.

From to he was a legal adviser in the British Foreign Office. Stimson Center, a non-profit research and educational organisation in Washington DC. He has worked on international security issues for more than thirty years and is currently examining ways to strengthen the UN collective security system. He has previously taught at the universities of Newcastle upon Tyne, Manchester and Wales. His most recent book co-edited with Bradd C. The Great Challenge American-Soviet Relations from Nixon to Reagan ; rev. Possibility and Understanding in History and the Social Sciences He works in particular on the politics, national and international, of the South. He writes on intelligence and international relations. He has recently undertaken research on social policy in Africa, with special reference to the health sector and the social consequences of economic reform. She has taught at Maryland, Denver, Michigan and Columbia universities. Rubinstein , Russia and America: Rivalry to Reconciliation Canada, the Korean War, and the United States Before that he taught at Yale and Harvard Universities. Recent publications include with Ashton B. Carter and William J. Prospects for a New Order Preface We live in an era of question-marks. We thought that we knew what was happening during the Cold War: We assume we are asking the right questions today: Is history at an end, or only at a beginning? Can we possibly know the future, when we are so divided about the meaning of the past? Are we justified in feeling so anxious about the twenty-first century, or is it merely end-of-millennial angst? Having survived the Cold War, why are governments so confused and seemingly unable to do a better job? What are we to think? The chapters below attempt to give students of world affairs a range of ideas and information to help them think about such questions in relation to some of the major issues in international relations. They span the debate over the origins and nuclear lessons of the Cold War to philosophical speculation about the so-called human condition. I asked a group of influential and distinguished scholars to write short and accessible think-pieces on major themes, with minimal academic paraphernalia, and a high ratio of ideas and argument to descriptive detail. As such, I trust that these essays will be plundered by students and appreciated by general readers in their own attempts to understand the complex pressures which have shaped, and are shaping all our lives. In the course of preparing this book I have incurred several debts. The chief one is to the contributors themselves, for their exceptional degree of cooperation. This is clearly the result of their commitment to their friend and colleague to whom this book is dedicated. I wish also to thank, once again, Louise Barham, Donna Griffin, Vicki Jones and Elaine Lowe for their customary efficiency, cheerfulness and wordprocessing skills and Mark Smith for proof-reading and compiling the index. Finally, it gives me pleasure to record that any royalties made from this book will be devoted to an annual Michael MccGwire prize for mature students in the Department of International Politics at the University of Wales, Aberystwyth, an inspired idea of Eurwen Booth. During the Cold War there was an Iron Curtain in all our heads to a lesser or greater extent , but no sooner had it been dismantled than we become burdened by fresh disquiets. The West, and the rest of the industrialised world, slipped from Cold War pressures to post-Cold War preoccupations almost without drawing breath. For the others it was simply dependency as usual. It was therefore easy to move towards the future on the basis of traditionalist axioms and half-digested lessons about the present. But what exactly were those experiences? And what conclusions should be drawn from them? The problem has been pithily expressed by Michael MccGwire as follows: Overview The structure of the book is simple. However, I will argue later that the three concepts are always practically linked by a critical synergy, since we live, simultaneously, in our pasts, presents and futures. What 1 2 Ken Booth we do is always shaped by the collision or collusion of memory and moment, hope and fear. This introductory chapter gives a summary of the individual essays, with a linking commentary showing how they fit together in a coherent whole. To begin, the chapters in Part One discuss key lessons and legacies of the Cold War. The first chapter attempts to

provide a context for thinking about the next stage in international relations - Cold War mindsets and models of the post-Cold War. The next three chapters discuss central questions about this period: What brought it to an end? How should we think about the roles played by nuclear weapons in the global superpower confrontation? The chapters in Part Two ask and seek to answer - big questions about the problems and prospects facing various actors and regions. The focus at the start is on the Cold War superpowers, since it was their relationship which structured much of international politics for nearly half a century, and the United States and Russia will obviously remain key actors for the indefinite future. The book cannot provide coverage of every actor and region. The four chapters in Part Three take a variety of longer term perspectives, looking at recent trends as they affect people, societies and international society as a whole. The chapters share the assumption that the Cold War was not an act of nature, like a storm; it was a human phenomenon, created and sustained by structures of thought. Likewise, what lies beyond the Cold War will be shaped by the structures of thought, conceived and reconceived, and made material, by individuals and the political units they constitute and reconstitute. The final chapters discuss where we think we are in human history - as individuals, as societies and as humans - and where we might be. They are informed by a sense that humanity has arrived at a decisive evolutionary crossroads, in this the first truly global era. Lessons and legacies Rethinking the past is a highly political activity, and in the first chapter I attempt to set what follows in context by arguing that the memory of the Cold War is a political prize over which there has been and will continue to be a serious struggle. Equally, there is a major debate about how to characterise the post-Cold War situation. The inadequacies of both positions are discussed, as are the various models which have been proffered as best describing the present state of world politics. This is not merely an academic exercise. The dominating images of reality will shape how we behave. His chapter rejects the comforting simplicities of Cold War clichés about blame and instead points to the historical conjunction of international structures and human agents in the complex dynamics of the aftermath of a world war. He shows that particular decisions could be blamed on one government or leader or other, but that the general pattern was one of shared if not necessarily equal blame. The behaviour and attitudes of the US: SU constituted a mirror image. Both reshaped the political structures of the territories they occupied according to their own interest; both regarded their own actions as completely justified; both thought it proper to exclude the other from its own sphere; both blamed the other for the situation; and both adopted double standards. In the light of his general theme, Garthoff emphasises the importance for scholars and policymakers to take the opportunity to learn from this 4 Ken Booth experience, so as not to repeat the same errors. A major assumption in his argument - contra the neo-realist fatalists who have been so influential in the theory and practice of foreign policy - is that the Cold War was not inevitable. Garthoff argues that, in the decisive period, a series of interlocking decisions led to the escalation and militarisation of the confrontation between the United States and the Soviet Union, but no less significant was the disappearance of efforts at cooperation and the resolution of conflicts. This surrender to the logic of conflict and pessimism offers powerful lessons to human relations at all levels. Thus the power of ideas was central to the Cold War. The superpowers lined up as opposites, globally and in all spheres, and other aims and values were subordinated to what they saw as the necessities of the confrontation. Military considerations in particular rose in significance. Risks were raised unnecessarily by the excessive militarisation of the superpower rivalry, faith in fallible technologies and the advancement of technical requirements over true strategic thinking. When political differences are converted into military currency in this way, a different and dangerous logic takes over. Garthoff questions whether various US interventions in the name of containment - notably Korea and Vietnam - were necessary. Some will say that it is easy to argue this now, after the struggle is over. The fact is that some said it at the time. Turning to the end of the Cold War, Garthoff asks whether it could have been brought about sooner. He does not regard the occasional periods of superpower detente as having been decisive opportunities in this regard, because of the strength of the underlying ideological confrontation. Detente was simply a way of cushioning the risks of the global confrontation, not a set of policies to end it. Given the centrality of ideology in his analysis, the Cold War could only have ended for

Garthoff when one side abandoned its position, and could persuade the other of the change. According to Garthoff, any reasonably objective reading of the origins and development of the Cold War must lead to the conclusion that both sides contributed to its development, and hence both share the blame: The historic Introduction 5 turning-point came about as a result of the recognition by Gorbachev of the growing contradictions in the Soviet system. The world view which had sustained one side of the Cold War was altered by political intellect, not extravagant military threats. Both events were the outcome of the political choices of the participants. For me this real Cold War must include a comprehensive counting of costs, actual and potential. Some historians and commentators overlook its costs in their desire to inflate the success of their own side, but a comprehensive balance sheet must be part of any attempt to draw lessons. Never before was so much nightmarish destruction threatened to so many, so instantaneously, for so long, without it actually going off. But this obvious historical fact is now accompanied by widespread denial - an escape from memory. There is a continued and profound unwillingness to remember and internalise the potential costs of superpower Armageddon. Consequently, sophisticated attempts to draw lessons from the nuclear dimension of the Cold War, as in the chapter by Richard Ned Lebow and Janice Stein, are urgent. Their theme is that the record of the Cold War suggests that nuclear deterrence should be viewed as a very dangerous medicine, and one on which the superpowers overdosed. While the authors are cautious about drawing wider lessons, their diagnosis points to the conclusion that nuclear weapons did not confer real security benefits during the Cold War. The message is that those states contemplating nuclear proliferation ought to look carefully at the history of the USSoviet nuclear relationship; the chapter shows that their nuclear postures led to reckless behaviour and proved self-defeating.

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/ Trevor W. Harrison --The marketing of the university / Tom Pocklington --Orchestrating delusions: ideology and consent in Alberta / Jerrold L. Kachur --Re-investment fables: educational finances in Alberta / Dean Neu --Deep and brutal: funding cuts to education in Alberta / Frank Peters --From boardroom to classroom: school reformers in.

From this perspective, the phenomenon of marketing in educational institutions has been critically examined by Vining, Topor and Sevier . However, no studies have yet been undertaken to examine the marketing of language programs in public education. A timely study is needed to examine the promotion of a recent educational program: The goals of my research are to examine critically: Why were marketing techniques used? How is the Alberta Languages Initiative being marketed? How is the Languages Initiative being received in Calgary public and separate school districts? The new Languages Initiative slated for grades , scheduled to launch in , represents a significant shift in the curriculum for these grades. It is this promotion of the initiative that I plan to study in order to understand why there is resistance to second language programs, how the government has responded to this resistance and what effect their efforts to combat this resistance have had. By studying this initiative from the perspective of marketing, I will be introducing a new research dimension which focuses, not on curriculum, instruction, program outcomes or content, but on program promotion. In the first case, the purpose is to inform, in the second case, to generate revenue, and in the third case, to persuade the public to believe in only certain political views. Although marketing and propaganda are similar in that they focus on promotion, public relations, and the page 3 Sarah Elaine Eaton production of materials that inform and convince a targeted audience of their worth, there is a difference in how this is done. In the case of second languages, business models have been borrowed and adapted to persuade Albertans to accept it. Sensitive to the economic pressures of globalization, education in Alberta has been in an intensive twenty-five year process of educational change Mazurek, A New Right agenda has been applied to education to market the universities Pocklington, , to construct a perpetual learner Easton, and to privatizing public choice with the rise of charter schools Kachur, a. Based on economic liberalism in combination with social conservatism, ideas about the free market, individualism and a minimal state play a dominant role in Alberta government rhetoric whereas hierarchy, authoritarianism and a public-order state play secondary roles. The commodification of second language education follows as well as the use of marketing techniques. What has not been examined however is the possible relevance of the long standing contested nature of second language education in Alberta, coupled with a deeply-rooted resistance to the acceptance of models mixing business with education. What is innovative about this research is the focus on the marketing of language programs themselves, rather than educational programs as a whole. The findings will increase understanding of marketing techniques to promote certain educational programs, their impact on student enrollment, and their acceptability to the educational public in local and global contexts. This study is important as it explores how and why promotional means have been chosen and what implications this may have for educational programs in the future. My subsequent employment involved the international marketing of language programs at a local university, the recruitment of teachers, and program administration. Subsequently, I founded a consulting business to offer services to private language schools and non-for-profit immigrant agencies to market their revenue-generating programs. These unique experiences have amply prepared me to recognize and analyze marketing techniques in language education. Methodology and methods The new critical theory is of particular interest to my study as it would allow me to focus on the internal and external politics of schooling, the social conditions and historical relations in which language education is positioned. The constitutive role of language in the social construction of knowledge is particularly relevant to knowledge as discourses. This body of work will inform my study as marketing is the practical application of discourse as knowledge and power. Qualitative case study methodology frames my study. The participants to be invited into the study include educators currently and formerly with the provincial department of education as well as

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administrators, teachers and parents affiliated in two local school districts, with respect to the use of the Tool Kit provided by Alberta Education. Three research techniques will be page 5 Sarah Elaine Eaton utilized: There are several people I have already identified and contacted to informally ask if they would be willing to be part of my study. Thus far, they have all agreed. The questionnaire will be based on preliminary interviews with several interested parties. Following this, feedback from the interviewees would be sought on the revised questionnaire. The final version would be distributed a broader selection of participants in both school districts. Symbolic power, In Identity and Structure: Issues in the Sociology of Education, ed. Economics of linguistic exchanges. Social Science Information 16 6 , The market of symbolic goods. Reprinted in Bourdieu] Bourdieu, P. The corporatism of the universal: Constructing the Perpetual Learning: Harrison and Jerrold F. Education, Globalization and Democracy in Alberta, Edmonton: Parkland Institute and University of Alberta Press, pp. Conversations with Duccio Trombadori. Communication and the Evolution of Society. Harrison and Jerrold L. Ideology and Consent in Alberta, in Trevor W. Educational Changes in Alberta, in Trevor W. The Marketing of the University, in Trevor W. Creating a marketing plan, College and University, Basics of qualitative research: Techniques and procedures for developing grounded theory 2nd ed. Centre for Marketing Schools.

3: Read Microsoft Word - Kachur Something New, Old, Borrowed, Blue; Bristol doc

Orchestrating Delusions: Ideology and Consent in Alberta, in Trevor W. Harrison and Jerrold L. Kachur (Eds.), *Contested Classrooms: Education, Globalization and Democracy in Alberta*, Edmonton: Parkland Institute and University of Alberta Press.

Knowledge, Power, Ideas Friday 8th May - Sunday 10th May , Budapest, Hungary Interdisciplinary Net 2

New preconditions for class formation include the commodification of culture, new information technologies, new forms of social networking, and the dedifferentiation of the boundaries between capitalism, academe and the state. However, most research inadequately assumes there is little analytical utility to use the broad categories of capitalist and worker because intellectuals do not control any significant property in a physical sense but merely possess an intangible creative capacity. In , wage and salaried work comprised A closer look at employment sectors shows that the service sector¹ has replaced agriculture as the main sector of employment. In services constituted The industry sector at The International Labour Organization suggests that this shift from agriculture to services bypasses industry and challenges standard neoliberal textbook theory of movement from low to high sectors of productivity. It marks a kind of structural transformation in the global economy with people moving directly into the services sector, consisting of both high- and low-productivity jobs. G Wholesale and retail trade; repair of motor vehicles and motorcycles; H Transportation and storage; I Accommodation and Food service activities; J Information and communication; K Financial and insurance activities; L Real estate activities; M Professional, scientific and technical activities; N Administrative and support service activities; O Public administration and defence; compulsory social security; P Education; Q Human health and social work activities not clearly defined ; R Arts, entertainment and recreation; S Other service activities. The main tasks for the intelligentsia consist of increasing the existing stock of knowledge, applying scientific and artistic concepts, theorizing the solutions to problems and teaching the next generation in a systematic manner. The evident growth and generalization of the working class and service class around the world raises important debates about how to characterize what is happening regarding the capitalist class structure. New Class theorists argue that the working class is not likely to replace the propertied bourgeoisie; potentially the intelligentsia might do so. Different fractions of intellectuals, bureaucrats, technocrats, managers and left-wing humanist intellectuals could make a bid for power. However, in what way would they do so and what sociostructural basis would make this possible? The leading bourgeois and post-Marxist theories of the New Class provide three different versions: Because of the vagaries of laissez-faire capitalism and the consolidations of corporate capitalism, there is a need for planning. This planning creates a powerful group of people who possess specialized knowledge and technical expertise that makes owners and financiers of capital increasingly dependent on them. These experts are complemented by a growing group of intellectuals in expanding university systems: The key axis structuring society is the separation of ownership from control and class is defined according to market or occupational relations. In these knowledge-based theories, power arises from the changing status of knowledge⁴ as a new principle structuring society. This culture challenges the legitimacy of power based on ownership or on office. It is for intellectuals to judge what is right and wrong. Recently, and in keeping with this modernist New Class literature, Richard Florida attempts to capture recent changes in the Knowledge-based Economy and conceptualizes four economic categories as the Agricultural, Working, Service and Creative Classes. The Creative Class has a rising income and a specific kind of power and culture. A third version of New Class theory is late modernist and postmodernist knowledge- based theories. In complementing traditional approaches to knowledge, critical researchers were to draw attention to the fact that knowledge is not the only source of power and that intellectuals had their own unique interests in⁵ cognition and emancipation that also shaped the nature of production, reconstruction and transmission of knowledge. If intellectuals, as agents, occupy a structural position in society on which knowledge can be the basis for domination through discourse,

what is the appropriate way to name that position: The source of domination is attributed to knowledge or discourse Kachur , , Habermas also focuses on discourse as a primary mode of domination. The problem is not necessarily communication per se but communication distorted by strategic forms of power. Undistorted communication potentially transcends domination and generates emancipatory knowledge. Gouldner, Foucault and Habermas agree that the treatment of the relationship between power and knowledge in liberal social science and societies was either in error or a delusional or fictional supplement to domination. In mirroring developments in bourgeois and post-Marxist theories of the New Class, neo- Marxist theorists must account for the above three developments: However, they argue that while he was able to register accurately the subjectivity of the new middle class, he could not do so structurally. I would also agree that the distinction between productive and nonproductive labor is a real one. It is usually assumed that Marx and Engels did not have the makings of a materialist theory and analysis of mental labor power, scientific innovation, and capitalist productivity; however, in Capital Volume 1. Formal subsumption involves the extraction of absolute surplus value; however, real subsumption involves the extraction of relative surplus-value. Formal subsumption corresponds to the passage from domestic industry to manufacturing: In Economic Manuscripts, Marx consistently elaborates on subsumption: The same is true for a nation of capitalists. Here, therefore, there is change not only in the formal relation but in the labour process itself. When creative and innovative mental labor regarding the development of science and technology is subsumed in real relations of capitalist production i. Various definitions of class circulate in confused ways and are embedded in the common sense of everyday discourse. A Marxist definition of class is defined primarily 1 in terms of relations rather than in gradations e. However, he misses the fundamental aspect about property ownership and how the intelligentsia comes to own and control it “ particularly intellectual property. And 2 how might professionals, technocrats, or intelligentsia exercise possession possibilities within various forms of property ownership, as might be in the case of new forms of bourgeois, socialist or kin-based ownership? However, professionalization requires a relative separation of the economic and political spheres and their relinquishing of autonomous ends to focus on expert fixers in subordination to the capitalist system. However, the increasing importance of the state in the West and the dedifferentiation of the state and the economy signals the emergence of the state mode of production as a potential structural based necessary for class formation. It can coexist with the capitalist mode of production without challenging private ownership, but in crucial respects in can overrule the logic of capitalist reproduction. Under this new mode of production, intellectuals will attempt to qualitatively increase their power by making a bid for class power, but as long as the state mode of production coexists with a dominant capitalist mode of production, they cannot become a new dominant class. The question of to what future the new state mode of production will lead contemporary capitalism is an open one: Boltanski and Chiapello specify the different kinds of exploitation and justice in Marxist theory and remind us that as a historical phenomenon earlier forms of exploitation may remain present in later modes of production as part of the social formation: In this case justice reduces dependence on filial relations of kinship e. Eric Wolf in Marxist Anthropology. Here some capitalists own the means of production tools so they can exploit those who, not possessing the means of production, can enter into production only as sellers of their labor-power. In this case, justice focuses on redistribution of social production based on merit and need e. Marx and Engels in Classical Marxism. The occupation of a higher echelon is guaranteed by title to office educational, functional, political, etc. In this case, justice returns to parity through redistribution of official power corresponding to the distribution of real power through self-management. The New Class might also harbour its own unique processes of direct and indirect exploitation. The New Class needs to be aware of this kind of exploitation to retain a form of class analysis that acts responsibly in the interest of human freedom and to alleviate the worst effects of exploitation. Boltanski and Chiapello The existence of exploitation always assumes some form of coercion. What are the post-capitalist and post-socialist forms of exploitation that the New Class might harbour and be oblivious to? What change will the cadres imagine as creating a new existing state of affairs? Whose side will they be on? And what kind of property and property rights will they side with? What is the

source of their profit and how might they fight to keep more for themselves? According to Klees van der Pijl To counter this temptation a Marxist explanatory critique of exploitation should include, according to Boltanski and Chiapello , 1 identifiable bodies which contribute to profit creation, and the contributions by each of them; 2 demonstrating functional interdependence; 3 stating what each party has contributed; and 4 establishing the level of remuneration of each contribution should be if it is to count as just. In this society exploitation is differentially rooted in relations of mobility and immobility, the capacity to escape from supervised tests of merit and the ability to contaminate tests of merit with adjoining connexionist forces. In a connexionist society justice requires a new formula: Definitions and analyses of social capital are not without their problems. There is also a diversity of competing conceptions of social capital in neocapitalism as well as competing concepts such as civil society, community, social movements and networks. Recent research draws its key metaphorical analogies from neurology and computer science describing a reticular formation: The key ideas have defused from economics and sociology into scientific management and now into education administration. The analogy is pushed to name a network: According to Boltanski and Chiapello The project is the occasion and reason for the connection. It temporarily assembles a very disparate group of people, and presents itself as a highly activated section of network for a period of time that is relatively short, but allows for the construction of more enduring links that will be put on hold while remaining available. Projects make production and accumulation possible in a world which, were it to be purely connexionist, would certainly contain flows, where nothing could be stabilized, accumulated or crystallized. Everything would be carried off in an endless stream of ephemeral associations which, given their capacity to put everything in communication, constantly distribute and dissolve whatever gels in them. The project is precisely a mass of active connections apt to create formsâ€”that is to say, bring objects and subjects into existenceâ€”by stabilizing certain connections and making them irreversible. It is thus a temporary pocket of accumulation which, creating value, provides a base for the requirement of extending the network by further connections. In relationship to exploitation and exclusion they point out: According to Boltanski and Chiapello , the triumphal analysis of exclusion over exploitation occurred during the s in conjunction with the politics of the New Right in the US under Reagan and the UK under Thatcher. Social capital analysis articulated well with neoliberalism as an important neoconservative compensation and rhetoric for evaluation: If I turn attention to the nature of exploitation in networks social capital it is important to ask: How can the notion of exclusion be developed to identify the form of exploitation that develops in a connexionist worldâ€”that is to say, a world where the realization of profit occurs through organizing economic operations in networks? According the Boltanski and Chiapello The negative exploitative form of the network-extender is the networker: The most profitable investments are not those made in the clique, but the long-distance ones that overcome structural holes where brokerage between cliques is achieved, asymmetries can be formed, and differential accumulation primarily informational is made possible. An important subject position is when the networker is transformed into a keyholder: The accumulation of a social capital rich in structural holes can be a source of profits for the opportunistic networkerâ€”. Similarly, the networker seeks to exploit asymmetries of information to the hilt. From his experience he derives an image of useful connections but he keeps it to himself and unlike the network-extender does everything in his power to prevent those close to him constructing an effective typology of the network. He shrouds himself in secrecy and, above all, does not put the different arenas he manoeuvres in touch with one anotherâ€”. Therefore, the best starting point in developing operations as a networker is when she gains access to the highest level of resources compatible with the lowest level of supervision, with a view to putting company property at the service of personal activity Boltanski and Chiapello The strategy of maximizing networker profits as a collective strategy arise when the networker does not do what the management recommends in sharing information and links with her team.

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Education has become a battlefield, the classroom the arena where the contest is fought. The Ontario teachers' strike, the federal government's Millennium Scholarship, and a wave of protests across the country are among the signals that the war is heating up. Alberta stands as a Canadian model.

Here I wish to propose a further dimension to the evaluation and assessment of policy failure—legitimacy. The substantive elements of public policies and the procedural steps taken by authoritative decision makers during the policy cycle affect the perception of policy legitimacy held by both stakeholders and the public. In substantive terms, policy content should align with the dominant attitudes of the affected policy community and, ideally, the broader public. Procedurally, factors such as policy incubation, the emotive appeals deployed to gain support for an initiative, and the processes of stakeholder engagement shape the legitimacy of public policies and the governments who promote them. This argument is based on a comparison of education reform in two Canadian provinces during the 1990s. Governments in Alberta and Ontario pursued common agendas of education reform, but while Alberta achieved success, the Ontario government experienced a series of setbacks and lost the support of education stakeholders and the public. Studies of failure often investigate cases where policies do not achieve their stated objectives or are unable to realize effectiveness. More recently, scholars have shifted away from a central focus on outcomes and toward exploring cases where a policy was not even implemented. Here I wish to propose a further dimension to policy failure. The substantive elements of public policies and the procedural steps taken by authoritative decision makers during the policy cycle affect the perception of policy legitimacy held by both stakeholders and the public. In substantive terms, policy content should align with the dominant attitudes of the affected stakeholders and, ideally, the broader public. Procedurally, factors such as the incubation period, the emotive appeals deployed to gain support for an initiative, and the processes of stakeholder engagement in policy development shape the legitimacy of public policies and the governments who promote them. My interest in legitimacy stems from a seemingly small puzzle. The second section supplies the background on the two cases and provides the reader with the context and immediate outcomes of the efforts of both governments. An alternative recourse toward facilitating public compliance, however, is through legitimacy. The legitimacy of public policies can, therefore, affect whether a government achieves its stated goals and objectives, as well as its capacity to maintain public stability and support aiding its future endeavors. Legitimacy, moreover, is a subjective interpretation found in the beliefs and perceptions of individuals and groups toward the actions and behaviors of others. Put differently, stakeholders should be included and engaged through the process of policy development. Yes Yes Stakeholders Yes Yes The public Incubation period Extended Extended Emotive appeals Positive Negative Stakeholder engagement Comprehensive Minimal Consequently, stakeholders should perceive the substance of a policy as reasonable and the process of policy development as appropriate if they are going to accept it and support the initiatives of the government, contributing to the subsequent legitimacy of the policy and the political actors that promote it. The public, in turn, should view policies as legitimate. The substantive goals, instruments, and outcomes of policies should align with the general sentiments present in the community, if not the common values of society. Governments must, therefore, work to ensure that the development of their policies affords some degree of participation to the public either through broad consultation forums or by proxy through stakeholders and that the subsequent policy prescriptions are reasonably congruent with popular attitudes. If compromised, the government may reduce its authority and erode its legitimate status over time Peters, Intuitively critical to the justness and appropriateness of a policy is the content of the policy itself. Public policies are the tangible manifestations of conscious decisions by governments on the behalf of their citizens. In procedural terms, if there is one factor upon which there is almost universal consensus among observers of public policy, it is the importance of time. According to Hacker, incubation serves a twofold purpose. Second, incubation allows the time to educate members of the policy community and the public of the

value of the proposed strategies. If political actors try to rush strategies through, they may be unable to garner support from the community to enable successful implementation or create a meaningful consensus to guarantee the sustainability of the initiatives Neustadt, p. Emotive appeals consist of evaluative elements including the symbols and discourse used to frame a policy problem and its solution, and scholars of public policy recognize that language plays an important symbolic role shaping the policy agenda. Political actors, therefore, try to manipulate symbols and craft the discourse to stimulate support for their policy agenda and strengthen its legitimacy in the eyes of stakeholders and the public. If they select discourse and symbols that positively resonate with societal actors, political actors will increase their legitimacy; if, however, they select discourse and symbols that negatively resonates with societal actors, political actors risk compromising the legitimacy of their agenda and eroding their authority writ large. How a government chooses to craft and execute a political agenda shapes its acceptance by stakeholders and the public. Alternatively, a government can choose to engage stakeholders and the public in meaningful participation. However, the democratic principle of popular control includes the expectation that non-state actors, both citizens and stakeholders, should be able to participate throughout the various stages of the policy cycle Thomas, We can, therefore, predict that a government who engages societal actors in a meaningful fashion will increase not Policy Studies Journal, This investigation reconstructs the events surrounding education reform in the Canadian provinces of Alberta and Ontario between and Emphasis is placed on the substance of the reforms, the strategies deployed to engender stakeholder and public support for the education agenda, and the processes of decisionmaking. Government documents, including annual reports, pieces of legislation, and publications, provide the content of the education reforms. Education Reform in Alberta and Ontario What makes educational reform in Alberta and Ontario during the s interesting? Cases of comprehensive policy reform, thus, offer a perfect opportunity to assess some of the determinants of policy legitimacy. The Alberta and Ontario governments were committed to reshaping the existing policy monopolies and transforming their respective Kâ€™12 education sectors, consequently satisfying the criteria of comprehensive reform. The two provinces also share certain important similarities. The public also elected both governments on platforms that clearly emphasized public sector reform based on the principles of new public management that included explicit proposal on education Clark, The subsequent education reform agendas of these new governments were, therefore, not a surprise to stakeholders and the public in either province. Legitimacy and Public Policy Table 2. The products of their respective agendas are presented in Table 2. Their reform agendas included plans to: It is therefore fair to say that both governments sought comprehensive reform in the education arena. But the results of their comparable efforts varied in meaningful ways, presented in Table 3. The Klein government successfully implemented the majority of its reform agenda while retaining substantial support among the policy community and the public at large. In Ontario, the Harris government managed to implement most of its proposals but not without certain costs. The provincial PC Party lost the support of education stakeholders and saw a marked decline in its public approval, particularly in the education portfolio. Legal strike over salary Dropped dramatically: Illegal strike over legislation Increased: Particular gains in education Decreased: Like many governments in the s, the Alberta government worked to restructure education, reduce spending, and increase accountability. Through the debates between government and stakeholders, the policy agenda gradually evolved but never lost its central integrity. Despite challenging the existing education policy monopoly in a variety of ways, the Alberta government maintained relations with stakeholders by actively seeking their input throughout the policy process. However, this acrimony neither spilled out beyond the usual boundaries of governmentâ€™ stakeholder relations nor cascaded into a fundamental breakdown of interactions between the two groups. There was one exception to this pattern of positive relations between the government and stakeholders: However, while relations between the two sides were tense, actions remained within the normal boundaries of governmentâ€™ stakeholder relations. In response, the teachers launched a vitriolic campaign insisting that Harris and Snobelen wanted to destroy the public system and bankrupt education. Lasting 10 school days, it was the largest demonstration of teacher solidarity in Ontario history and garnered

worldwide attention. Unlike the strike in Alberta, Ontario teachers were not in a bargaining year and had no legal basis for the work stoppage. Relations between the government and stakeholders had completely collapsed and all communications between them ceased. Opposition to the government among Ontario education professionals further manifested itself during the election campaign. Federations and unions representing teachers, nurses, and government workers launched a sustained campaign against the conservative government that targeted 26 swing ridings in the province. On election night, the Liberal candidate David Caplan defeated Johnson, a rare achievement in Canadian politics. In , the Policy Studies Journal, The bill presented in the next legislative session, however, contained only a watered-down version of the original proposal. The response among the publics throughout the reform process diverged between the two provinces. Two years later, and well into the education agendas in both cases, an Angus Reid poll recorded the highest level of public satisfaction with public schools in Canada among the Prairie Provinces: The comprehensive biannual survey on public attitudes toward education conducted by the Ontario Institute for Studies in Education provides further information on the opinions of Ontarians Livingstone et al. However, two years later, results indicated that opinions had taken a downward turn where over a third of those surveyed believed that public schooling in the province had declined. Legitimacy and Public Policy education in Ontario? By , the general satisfaction among Ontarians for education in their province was at an all-time low. Substantive Legitimacy In no other arena is the prominence of the policy community more important than in education. Under the auspices of modern schooling, governments delegate the task of implementing education policy to school boards, schools, administrators, and teachers. Without the acquiescence of education professionals, the government has no guarantee that its projects and reforms will actually be implemented. Education is also a unique policy arena in terms of public perceptions. Canadians, like citizens in most other states, consistently place education near the top of their policy priorities, repeatedly signaling to politicians that public schooling is a key concern Roth, Since the advent of universal schooling, the vast majority of the population is better educated and has strong feelings about what school should look like. One Ontario trustee echoed this sentiment: While education professionals in both provinces expressed concerns over various elements of the reform agenda, and in some instances raised vehement opposition as demonstrated by the strike in Ontario, stakeholders were in general agreement of the need for improvements to the existing systems. Respondents from Ontario expressed similar sentiments. And as a former Ontario Policy Studies Journal, In terms of policy substance, the Alberta government even went beyond the efforts of Ontario, introducing charter schools into the mix of educational provision in the province. Strong opposition from Alberta education stakeholders was launched against the initiative Buski, ; MacKay, But the Alberta government made an interesting strategic decision when establishing the content of the charter school policy. There is evidence of a synergy between the agendas and the public in a variety of places. In Ontario, all three political parties agreed on many of the ideas and policy prescriptions on the agenda Gidney, Finally, as mentioned earlier, both governments had campaigned on clear platforms that outlined their education agendas and were elected on the basis of those platforms. It therefore seems fair to conclude that the policy content was appropriately aligned with public attitudes, thus satisfying this component of policy legitimacy. The two premiers pursued educational reforms rapidly and imposed comparable duress on education professionals in both provinces. In fact, Klein and Harris borrowed much of their education reform packages from previous governments, who had already primed bureaucrats, politicians, educators, and the public to the value of the ideas. Legitimacy and Public Policy incubation periods may in part explain the widespread support among the public and the policy communities of the two provinces that favored the general direction of the reforms. This is not to imply that professional educators favored the speed of these far-reaching changes. However, in terms of explaining the different outcomes in our two cases, time does not provide the answer.

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5: Full text of "How Canadians Communicate IV: Media and Politics"

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An image has an enormous power to deceive. UC Irvine psychologist Elizabeth Loftus has demonstrated that doctored images can manipulate the memory an individual has of an event: Researchers find memory can be manipulated by photos. The strange case of Muhammad al Durah, a boy whose death 13 years ago was attributed to Israel Defense Forces aggression, is marked by that kind of deception. Children of Jewish Holocaust Survivors recently noted that the Israeli government issued a report showing what we all knew: The findings come thirteen years too late to warrant much by the way of media attention. Unfortunately, the case of Muhammad al Durah is one of the greatest hoaxes and blood libels perpetrated against Israel. The young cowering child became an icon, with stamps being issued in the Arab world showing his frightened face and validating the bloody Second Intifada that led to the cold-blooded deaths of 1, Israelis. The staged scene in which the boy was killed was even evoked in the brutal deaths of innocent people. It was linked with the October lynching of two Israeli army reservists in Ramallah. It was also seen in the background when Daniel Pearl, a Jewish-American journalist, was beheaded by al-Qaida in Children of Jewish Holocaust Survivors has had the opportunity to showcase and support the work of Philippe Karsenty who is committed to setting the record straight. His decade-long fight is far from over. Watch the video here. Karsenty, a media analyst, noted the footage, taped by French-Israeli France 2 journalist Charles Enderlin, was staged. As a result, he has waged a decade-long battle, having his good name called into question and being convicted of defamation in France. Children of Jewish Holocaust Survivors will continue to support Karsenty, both in his legal fight and bringing attention to the media, but we need your help. Our resources are limited. Children of Jewish Holocaust Survivors CJHS also known as Alliance for Israel and World Jewry is a c 3 non-profit tax exempt organization dedicated to educating the public in the United States and abroad about the intellectual and cultural climate that led to the Holocaust, and the ideas and philosophy that bring about a totalitarian dictatorship. CJHS seeks to protect freedom by raising awareness of the aggression and scapegoating that inevitably follow the abandonment of individual rights and the embrace of collectivism. CJHS advances these goals by hosting educational events concentrated in four areas: It was published today in Arutz-Sheva www. After being detained for more than nine hours, he was put back on a plane to the United States by customs officials. During that time he was never told why he was being denied entry. According to the the Kansas City Jewish Chronicle, the British man who had offered Louis "Chip" Cantor summer work experience, Kevin Shilling, said the British border agent he spoke to in his attempt to get Cantor admitted into Britian made more than one anti-Semitic comment to him during the telephone conversation they had. Chip Cantor told his story to two local television stations last month. On June 4, he told KMBC he was traveling to Britain to visit and gain summer work experience, and to participate in a fundraiser for a child who has cancer. London time and waited in line to go through customs. When he got to the front of the line, a female customs agent began looking at his passport. Then she simply walked away with his passport without speaking a word to him. Chip told his father he estimates she was gone 45 minutes to an hour. He never saw her again. Chip has been to Israel several times including two programs sponsored by Young Judea the six-week Machon program and a gap-year program. Finally, according to Chuck, a different, uniformed customs agent came to see him and told him the agents would be taking his bags and detaining him for questioning. He was not told why. Once in the interview room Chip told his father that he was told if he changed any of his answers to any questions, he was going to go to prison. At that point he was fingerprinted as well. From now on it is going to be very difficult for you to ever travel in the United Kingdom or anywhere in the E. It will be up to each individual country to decide if they want to admit you. Eventually another agent came to tell Chip he was being deported. Now several hours after he was detained, Chip was given the opportunity to call his father. Chuck asked to speak directly to the customs agent involved and was connected with Philip G. After Chuck spoke to Yeomans, he

contacted Kevin Shilling, his managing director and owner of Shilling Communications, the British company where Chip was supposed to be employed for the summer. It was about 3 a. Shilling, who is not Jewish, called Yeomans. At one point, Shilling recounted, when Shilling was explaining the reason Chip was in the country, the customs agent told Shilling that Chip should have lied to the customs agent, adding, "A Jewish kid would find that easy. Chip said he was given only a half of a sandwich and very little water throughout the nine hours of detention. In the morning, Chip was escorted to the plane by another customs agent for a flight back to the United States. Do not give him his passport until you land in the United States," Chuck said he was told. The American Airlines purser told Chip that, in 17 years flying internationally, he had never seen anything like it. I want to reassure all your readers that if they plan a visit to the U. Border Agency they will find friendly, welcoming people, without prejudice. Laura Poitras is an Academy Award-winning American documentary film director and producer residing in Berlin. Marcel Rosenbach is a German journalist. At Hamburg University he studied political science and journalism , and after graduating, he attended the Henri Nannen School of Journalism. Before joining Der Spiegel in , he worked as an editor for Berliner Zeitung. Fidelius Schmid, born in , was from to a reporter for Handelsblatt. Previously, he spent eight years at the Financial Times Germany. From , he reported for the FTD from the Frankfurt office on subjects from the banking sector. He then moved in as a correspondent for foreign and security policy to Brussels. Cyber attacks were also perpetrated against Brussels in New York and Washington. The information appears in secret documents obtained by whistleblower Edward Snowden that Der Spiegel has in part seen. In this way, the Americans were able to access discussions in EU rooms as well as emails and internal documents on computers. For weeks now, new details about Prism and other surveillance programs have been emerging from what had been compiled by whistleblower Snowden. It has also been revealed that the British intelligence service GCHQ operates a similar program under the name Tempora with which global telephone and Internet connections are monitored. The documents Der Spiegel has seen indicate that the EU representation to the United Nations was attacked in a manner similar to the way surveillance was conducted against its offices in Washington. The documents also indicate the US intelligence service was responsible for an electronic eavesdropping operation in Brussels. A little over five years ago, EU security experts noticed several telephone calls that were apparently targeting the remote maintenance system in the Justus Lipsius Building, where the EU Council of Ministers and the European Council are located. A precise analysis showed that the attacks on the telecommunications system had originated from a building complex separated from the rest of the NATO headquarters that is used by NSA experts. A review of the remote maintenance system showed that it had been called and reached several times from precisely that NATO complex. They also have telephone and Internet connections at their disposal. Contact Kit Goto at k. The body of the work provides the key to understanding how we arrived at this critical moment in history that will shape the future of mankind, and how to gain ultimate victory over terrorism by honoring the guidelines our founders left to prevent the advance of global tyranny. And we must act for America stands on the very precipice where victory for freedom over tyranny in this world lays in the balance. We cannot wait to to elect a new President " even waiting for the election of a new Congress in will be too late. We must act for we are facing a watershed event, watershed event? To find out read the op-ed when it is published. Why is he not asking Morsi, like Mubarak before him, to step down? Is this the reward he gives to the enemies of America and Israel when they become Islamic terrorist states? It sounds more like an incentive. How is it possible that everyone ignored the fact that it has been more than 6 months since Morsi took over Egypt and turned it into an Islamic terrorist state, yet during that time Obama had not asked Morsi to step down like he did to Mubarak before him, This is a fact that the mainstream media chose to ignore and still does while inexplicably the right wing media followed suite. Now the people in Egypt are in revolt asking Morsi to step down. How about you Obama are you finally ready to ask Morsi to step down, or would you have the Egyptian people do your dirty work. President Obama, how many Americans have died to ensure our freedoms and the freedoms of others throughout the world? Sir, how can you, as our President, champion a foreign policy that would align our nation with leaders of countries and peoples who are

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determined to eliminate those precious rights? How can we, as Americans, observe this act of betrayal and not call out for justice. Do you expect us to just sit here and watch everything we have fought for, for more than years, be dishonored, desecrated and defiled? Obama, as President of the United States of America, you swore to protect our Constitution from enemies, foreign and domestic. Obama you violated your oath of office, how can you champion a terrorist initiative? Fascism must be defeated, not cajoled, if we are to achieve a lasting peace. Where are our youthful American patriots? Why are they not asking Obama to step down? Why did Obama not ask Morsi to step down? It appeared June 30, in the Washington Post and is archived at <https://www.washingtonpost.com/archive/local/2013/06/30/>: Kerry to restart peace talks, according to officials familiar with the strategy. The goal is to remove potential deal-breakers at the outset of the push for new talks before they can spoil what Kerry calls a last chance for peace between Israel and the Palestinians. Allen, the former top U. He also held meetings with Israeli security officials this month in Stuttgart, Germany, where some of the U. Kerry is trying simultaneously to stimulate the Palestinian economy with new private-sector investment and dust off a dormant offer from Arab nations for a blanket peace agreement that would settle most disputes with Israel.

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