

SIMON FRASER UNIVERSITY

Registrar and Secretary of the Senate

MEMORANDUM

To: Senate
From: J.M. Munro, Chair
Senate Committee on
Academic Planning
Subject: Curriculum Revisions
Faculty of Education
Date: December 10, 1993

Action undertaken by the Senate Committee on Undergraduate Studies (SCUS Reference 93-37, 93-44;) and the Senate Committee on Academic Planning (SCAP Reference SCAP 93 - 46) gives rise to the following motion:

Motion:

"that Senate approve and recommend to the Board of Governors the curriculum revisions for the Faculty of Education as set forth in S.94-4, as follows:

New courses:

EDUC 431 - 4	Education and Changing Concepts of Childhood
EDUC 250 - 3	Studies in Educational Practice in the Western World

For Information:

Acting under delegated authority of Senate, SCUS approved the following revision as detailed in SCUS 93 - 37)

EDUC 325 - 3	Change of title and description
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SENATE COMMITTEE ON UNDERGRADUATE STUDIES

New Course Proposal

Department: Education

1. Calendar Information:

Abbreviation Code: EDUC Course No: 250 Credit Hours: 3 Vector: 2-1-0

Title of Course: Studies In Educational Practice In the Western World

Calendar Description of Course:

This course will consist of a study of major trends in educational practice from antiquity to the present.

Prerequisites (or special instructions): None

What course (courses), if any, is being dropped from the calendar if this course is approved? None

2. Scheduling: How frequently will the course be offered? Annually Semester in which the course will first be offered? 94-2

Which of your present faculty would be available to make the proposed offering possible? Dr. Janis Dawson

3. Objectives of the Course:

a) to develop an understanding of the ways in which educational practice has developed and changed over time in the western world; b) to gain an understanding of the development of educational institutions and educational systems in their historical contexts; c) to develop an awareness of the purposes of education and schooling in the past as well as the present; d) to consider the ways in which western educational thought and practice have affected education and schooling in non-European contexts; e) to analyze the relationship between educational thought and practice and issues of gender and social class in the past and present.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

Faculty None

Staff None

Library Library report to be attached

Audio Visual None

Space None

Equipment None

5. Approval:

Date: _____

29/10/93

[Signature]

Dept. Chairman

Dean

Chairman, SCUS

Education 250-3
Studies in Educational Practice in the Western World

Description of Course:

This course will consist of a study of major trends in educational practice from antiquity to the present.

Prerequisites: None

Objectives of the Course:

a) to develop an understanding of the ways in which educational practice has developed and changed over time in the western world; b) to gain an understanding of the development of educational institutions and educational systems in their historical contexts; c) to develop an awareness of the purposes of education and schooling in the past as well as the present; d) to consider the ways in which western educational thought and practice have affected education and schooling in non-European contexts; e) to analyze the relationship between educational thought and practice and issues of gender and social class in the past and present.

Course Topics

1. **Education in the Ancient World.** Teachers, schools, and scholars in Greece and Rome. The educational ideas of Socrates, Plato, Aristotle, Quintilian, and others.
2. **Early Christian Schools.** The classical heritage and Christian education. The educational ideas of the church fathers. St. Augustine.
3. **Education in the Middle Ages.** Monastic schools and cathedral schools. The Irish schools. Alcuin. The palace schools of Charlemagne and Alfred. Scholasticism. The Renaissance of the twelfth century. The courtesy tradition. The rise of the universities. The education of girls and women in the Middle Ages. The great abbesses and learned communities of women: St. Hilda, Hildegard of Bingen, and others.
4. **Rebirth and Reform: The Impact of the Renaissance and the Reformation on Education.** The Humanists. Vittorino da Feltre and the schools of the Italian Renaissance. The early protestant educators: Martin Luther, John Calvin and others. Roger Ascham and schools of the English Reformation. Ignatius Loyola and the Jesuit schools. Female education.

5. **Education in Early Modern Times.** Johann Comenius and his textbooks. Jean Baptiste de la Salle and August Hermann Francke and elementary schools. The Puritans and literature for children. The educational ideas of John Locke. Rationalism and education. The influence of Jean-Jacques Rousseau and Emile. The education of Sophie—female education according to nature.
6. **Nineteenth Century Concepts of Education.** Evangelicalism and education. Charity schools and Sunday schools. Utilitarianism and education: Jeremy Bentham's Chrestomathia. The influence of romanticism: Blake, Wordsworth, Dickens and others. Educational theorists: Pestalozzi, Herbart, Froebel, Sequin, Binet, Montessori, and others. The common school movement. Building national systems of education. Primers and textbooks. Schooling in North America. Egerton Ryerson and the development of public schooling in Canada. Schooling and social control. Schooling and cultural imperialism. Developments in female education.
7. **Twentieth Century Developments in Education.** John Dewey and Progressive Education. A.S. Neill and Summerhill. The influence of Freud and Skinner. Public schools, private schools, alternative schools. Equity and education. Towards the year 2000. The challenge of multiculturalism. Comparative studies: education in non-western contexts.

Assessment

Course assessment will be based on written assignments, presentations, and class participation.

Course Texts

- Bolger, R.R. The Classical Heritage and its Beneficiaries. Cambridge: CUP, 1973.
- Bowen, J. A History of Western Education. Volume 3: The Modern West. New York: St. Martin's, 1981.
- Demers, Patricia, and Gordon Moyles, eds. From Instruction to Delight. An Anthology of Children's Literature to 1850. Toronto: OUP, 1982.
- Rousseau, Jean Jacques. Emile. Translated by Barbara Foxley. London: Dent, 1971.

A number of books and articles relevant to the course will be on reserve in the library.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

New Course Proposal

Department: Education

1. Calendar Information: Abbreviation Code: Educ Course No.: 431 Credit Hours: 4 Vector: 4-0-0

Title of Course: Education and Changing Concepts of Childhood

Calendar Description of Course:

This course will consist of a study of some of the origins of twentieth century concepts of childhood and their relationship to educational thought and practice in the western world.

Prerequisites (or special instructions): 60 hours of credit

What course (courses), if any, is being dropped from the calendar if this course is approved? None

2. Scheduling: How frequently will the course be offered? annually Semester in which the course will first be offered _____

Which of your present faculty would be available to make the proposed offering possible? Dr. Janis Dawson

3. Objectives of the Course:

Objectives: a) to develop an understanding of the ways in which concepts of childhood have developed and changed over time in the western world; b) to develop an awareness of the ways in which concepts of childhood have affected western child-rearing methods and educational thought and practice in the past and present; c) to gain an appreciation of the experience of childhood in the past and present. Students will be introduced to a number of twentieth century interpretations of the experience of childhood in the past and present. Although the emphasis in the course will be on western concepts of childhood and education, students will have the opportunity to explore and compare concepts of childhood and education in a variety of social, cultural, and historical contexts through course readings, presentations, and assignments.

4. Budgetary and Space Requirements (for information only): What additional resources will be required in:

- Faculty None
- Staff None
- Library None
- Audio Visual None
- Space None
- Equipment None

5. Approval:

Date: _____

Dept. Chairman

[Signature]
Dean

Chairman, SCUS

Education 431-4
Education and Changing Concepts of Childhood

Description of Course:

This course will consist of a study of some of the origins of twentieth century concepts of childhood and their relationship to educational thought and practice in the western world.

Objectives:

a) to develop an understanding of the ways in which concepts of childhood have developed and changed over time in the western world b) to develop an awareness of the ways in which concepts of childhood have affected western child-rearing methods and educational thought and practice in the past and present c) to gain an appreciation of the experience of childhood in the past and present.

Although the emphasis in the course will be on western concepts of childhood and education, students will have the opportunity to explore and compare concepts of childhood and education in a variety of social, cultural, and historical contexts through course readings, presentations, and assignments.

Rationale:

Current educational thought and practice in the western world cannot be fully appreciated without reference to origins of concepts of childhood. A knowledge of these origins is necessary in order to effect change, reform, or to understand why we follow certain practices or hold particular beliefs in our relationships with children.

Course Topics

1. Theoretical perspectives

Twentieth century interpretations of the experience of childhood will be examined. Particular attention will be given to the works of Philippe Aries and Lloyd deMause.

Philippe Aries, Centuries of Childhood. A Social History of Family Life (1962).
Lloyd deMause, "The Evolution of Childhood" (1974).

a. Critical discussion of the theories of Aries and deMause showing how each writer has influenced interpretations of the experience of childhood and the family in the past and present.

b. Contemporary Issues:

The Twentieth Century Family--A Prison of Love? (Aries)
The Disappearance of Childhood (Neil Postman)
Children Without Childhood (Marie Winn)

2. Early Concepts of Childhood and Education

- a. Late Roman and Medieval Concepts of Childhood
- b. The "Bele Babees"--The Courtesy Tradition
- c. The Early Protestant Educators--The Educational Writings of Martin Luther, John Calvin and Others
- d. The Puritans and Literature for Children
 - John Cotton, Milk for Babes, Drawn Out of the Breasts of Both Testaments. Chiefly for the spiritual nourishment of Boston babes in either England: but may be of like use for any children (1646).
 - Michael Wigglesworth, The Day of Doom (1662).
 - James Janeway, A Token For Children: Being An Exact Account of the Conversion, Holy and Exemplary Lives, and Joyful Deaths of Several Young Children (1672).
 - John Bunyan, A Book for Boys and Girls: or. Country Rhimes for Children (1686).
 - Isaac Watts, Divine Songs Attempted in Easy Language for the Use of Children (1715).

e. John Locke--"the father of the Enlightenment in educational thought."

John Locke, Some Thoughts Concerning Education (1693).
Discussion of Locke's ideas and their influence on attitudes towards children, child-rearing practices, and education.

3. Eighteenth and Nineteenth Century Concepts of Childhood and Education

a. Jean-Jacques Rousseau and Naturalism

Jean-Jacques Rousseau, Emile (1762).
Discussion of the ideas of Rousseau and their influence on attitudes towards children, child-rearing practices, and education.

b. Evangelicalism and Childhood

i. Evangelical Attitudes Towards Children, Child-rearing, and Education

ii. Evangelical Children's Books and Didactic Literature
Mrs. Sherwood, The History of the Fairchild Family; or. The Child's Manual: Being a Collection of Stories Calculated to Show the Importance and Effects of a Religious Education (1818).

iii. Discussion of Evangelical childhoods as presented in the works of Edmund Gosse, Father and Son (1907) and Samuel Butler, The Way of All Flesh (1903).

c. Romanticism and Childhood

i. The Romantic Child in Poetry and Literature

William Blake, Songs of Innocence (1789).

_____, Songs of Experience (1794).

William Wordsworth, The Prelude (1799-1805) and other poems
Victorian Fairy Tales

- ii. The Alcotts --Bronson and Louisa May
Louisa May Alcott, Little Women (1869)
Little Men (1871)
- iii. James Barrie, Peter Pan, and the End of Romanticism
James Barrie, Peter Pan (1911).

- d. Children of the Industrial Revolution
 - i. Children in Mills, Factories, and Collieries
 - ii. Charity Children
 - iii. The Child Savers and the Child Immigration Movement

4. Selected Concepts of Childhood and Education in the Twentieth Century

a. The Loss of Innocence: Child Sexuality and Aggression--Sigmund Freud

- b. The Well Socialized Child:
 - i. Maria Montessori
 - ii. John Dewey
 - iii. Dr. Spock

c. The Free Child--A.S. Neill

5. Children Without Childhood

- a. Children of Poverty
- b. Children of War
- c. Discussion Topics:
 - i. Child Abuse
 - ii. Drug Abuse
 - iii. The Changing Family

Assignments and Grading

1. Critical Book/Article Review	20%
Due:	
2. Presentation	20%
Due:	
3. Research Paper	35%
Due:	
4. Journal/Annotated Bibliography	25%
Due:	<u>100%</u>

Proper documentation (footnotes, bibliography) is required for written assignments.

Required Texts

Aries, Philippe. Centuries of Childhood. A Social History of Family Life. Translated by R. Baldick. New York: Vintage Books, 1962.

Rousseau, Jean Jacques. Emile. Translated by Barbara Foxley. London: Dent, 1971.

A number of books and articles relevant to the course are on reserve in the library. Students are strongly urged to consult these sources. Students are also encouraged to read as widely as possible. A list of recommended books and articles has been attached to the course outline.

MEMO

TO: Robin Barrow, Dean of Education

FROM: Ralph Stanton (Library Collections Management Office)

RE: Library Assessment of New Course Proposal EDUC 431-4

DATE: 21 October, 1993

I have assessed the Library's ability to support EDUC 431-4 with the following result. All bibliographic checking was done in October when usage is normally very high.

Book Prices:

The average price of books in this field is \$49 (BNA93).

EDUC 431-4 Education and Changing Concepts of Childhood

This course presents few problems for the Library. It relies on basic works in a number of disciplines and our collection is generally adequate.

However, there are eight items in the 62-title bibliography which are not available in the Library. These should be purchased at a one-time cost of \$392. There are no identifiable ongoing costs.

Summary

The cost for this course will consist of a one-time expenditure of \$392.

Please call me if you have any questions or problems regarding this assessment.


RS

c.c. Sharon Thomas, Head, Library Collections Management

SIMON FRASER UNIVERSITY
FACULTY OF EDUCATION
MEMORANDUM

TO: Judith Osborne
Chair, SCUS

FROM: Leone Prock
Director
Undergraduate Programs

RE: Educ 431

DATE: November 1, 1993

The Faculty of Education will cover the one time cost for monographs for the following courses:

Educ 431		\$392
Educ 250	9 books @ \$59/book	\$531

Thanks.

Leone M. Prock

MEMORANDUM

W.A.C. Bennett Library, Simon Fraser University
Burnaby, British Columbia, Canada V5A 1S6

Date: 2 November, 1993
From: Ralph Stanton (Collections Librarian)
To: Robin Barrow, Dean of Education
Re: Library Course Assessment of Education 250 (REVISED)

I have received a memorandum of dated November 1, 1993 which revises the reading list for EDUC 250 by deleting 9 items which are not in the Library catalogue. As a consequence I have revised my assessment of 27 May, 1993 as follows (*SEE ITALICIZED TEXT*).

Thank-you for your memorandum of 21 October 1993 concerning Education 250 Studies in Educational Practice in the Western World. We have assessed the available Library resources to support this course, here are our findings. This course will be offered first in 94-2 and once a year thereafter to about 35 Students.

COST:

The average cost of books in this field (Humanities) is \$58 per title (BNA93-p.9).

BIBLIOGRAPHY

The bibliography has 90 items listed of which 86 are monographs, 7 of these are not in the catalogue. They should be purchased at \$406. A further 4 items are missing from the collection and should be purchased at a cost of \$232. There are 4 periodical citations, all periodicals are in the collection.

We did not compare our holdings to those of other Universities or use the Amigos collection development disk since time was limited and the reading list was extensive. If we can obtain the missing titles the Library's resources should be adequate to support the course.

COST SUMMARY:

One time costs	\$406
	\$232

	\$638

THE ONE TIME COST ASSOCIATED WITH THIS COURSE IS \$638. THERE ARE NO RECURRING COSTS.

Please call me if you have any questions or problems with this review (5946).

RS