

COURSE SYLLABUS

Education 240: Social Issues in Education

Faculty of Education
Simon Fraser University
Fall 1976

Instructor: Dr. June Wyatt
Room 220, Building #2
Education Buildings

Tutorial Leaders: Susana Cogan
Mark Germaine
Wendy Young

Lectures: Monday and Wednesday - September 8th to Dec. 1st.
10:30-11:20 a.m.
A.Q.

Objectives:

To examine contemporary social controversies about the way schools should operate - should they reflect and reinforce social relationships outside of the school or should they attempt to alter these; is the latter possible.

What rights do students, parents and teachers have in determining what goes on in schools, what rights should they have? In what ways do the expectations of these groups and of individuals within these groups conflict.

What rights do religious, linguistic and cultural minority groups have?

Required Reading: These texts will provide students with a common core of knowledge and common frames of reference. The book by Cusick should be read in its entirety. Only certain sections of the others will be required. The books should be read in approximately the following order:

Cusick, Phillip Inside High School.

Martell, George Politics of the Canadian Public School.

Elsenberg & MacQueen Don't Teach That.

Phi Delta Kappan Moral Education.

Cazden, Courtney Functions of Language in the Classroom.

Gross and Gross Radical School Reform.

Lecture Topics

- I. The School and Society: Role and Functions
 - a) Goals and Purposes
 - b) Socialization
 - c) Conflicts in Public Expectations
 - d) Schools: Agents of Change or Upholders of the Status Quo

- II. The School as a Social Institution
 - a) The Role of the Teacher-Teacher Expectations
 - b) The Role of the Student-Student Expectations
 - c) The Hidden Curriculum
 - d) ISSUE: Sex role stereotyping

- III. ISSUE: Rights in School
 - a) Nature of Rights-Community and Societal Interests, Compulsory Education
 - b) Student Rights
 - c) Parent Rights
 - d) Teacher Rights

- IV. ISSUE: Equality of Educational Opportunity
 - a) Finances
 - b) Curriculum
 - c) Teacher Preparation

- V. ISSUE: The Struggle for Control
 - a) Centralization vs. Local Control
 - b) Neighborhood/Community Schools
 - c) Religious, Linguistic, Cultural Minorities

- VI. ISSUE: Pluralism and Education
 - a) Academically deficient or culturally different?
 - b) Compensatory Education
 - c) Multiculturalism: Melting pot or mosaic?

COURSE CALENDAR

LECTURES

TUTORIALS

		I. NO MEETINGS
Sept. 8	Intro. Expectations, Scope of the course	
13	School and Society (Functions) conflicting public expectations	II. Expectations, Group Organization
15	School as a social institution Film - High School	
20	Film - High School (Continued)	III.
22	Film - Summerhill	
27	School as institution-roles	IV. Discussion: Cusick. Inside High School. (lead by tutorial leader)
29	Hidden curriculum-alternatives (Guest Speaker?)	
Oct. 4	Film - What teacher expects	V.
6	Issue: Sex role stereotyping (Guest Speaker?)	
11	HOLIDAY	
13	Compulsory Education: Rights	VI. Discussion: Martell (any section)
18	Film - Future Shock	VII. Student led.
20	De-Schooling Society	
25	Issue: Parent Rights	VIII.
27	Issue: Equality of Opportunity	
Nov. 1	Community Schools (Guest Speaker?)	IX. Discussion: Moral Education (PDK) Student led.
3	Issue: Pluralism and Education	
8	Film: Hutterites	X.
10	Film: Potlatch	
15	Indian Control of Indian Education	XI. Discussion: Cultural Differences. (Cazden & Martell) Student led.
17	Immigration and Education	
22	Language Culture and Education	XII. Discussion: Alternatives (Gross & Gross) Student led.
24	Video: How to Read a Foreigner	
29	Conclusions	XIII. Role Play: Creating Educational Alternatives.
Dec. 1	FINAL EXAM	

Expectations:

- I. Tutorial Participation: 65% of grade.
Each member of a tutorial will participate in all discussions and will serve as a leader in one.
Discussion groups will be small - approx. 5 people per group.
45% of grade for your role as leader.
20% of grade for your role as participant.

The following will serve as foci for discussion:

1. Martell
2. Phi Delta Kappan & Dont' Teach that: Moral Education.
3. Cazden - Cultural & Linguistic Differences
4. Gross & Gross - Alternatives

Format

- A. As discussion leader you are responsible for
 1. Seeking out different points of view expressed in the readings.
 2. Formulating discussion questions based on readings and making sure that members of the group have these one week before the discussion.
 3. Assigning readings to discussion group members one week ahead of the discussion.
 4. Directing the discussion.
 5. Writing up a report on the discussion.

Criteria for Evaluating Report

1. Clarity of writing, organization, presentation.
2. Clarity in focussing on and highlighting issues.

(The report is not a series of "book reports" or summaries but an analysis of the ways in which readings and discussions highlighted issues.)

The report should be no longer than 8 pages and should include

1. The questions you used to guide discussion with an explanation of why you formulated these questions. How are the questions related to what you read?
2. A statement of the issues. You should report not only on what happened in the discussion group but your own analysis of the issues.
3. A statement of different points of view as expressed in readings.

B. As discussion participant you are responsible for:

1. Doing readings assigned by leader.
2. Handing in a 2 page account of each discussion (5 points per account) in which you describe the main issues, what you read and how it related to the discussion.

II. FINAL EXAM: 35% of grade.