

Summer Semester, 1983
May 13 to August 5
Friday, 1:00 to 3:50
Education Building 6, Room 601

Instructor: Allan Luke
Office: 618
2914344

I. COURSE INTRODUCTION

Objectives: The purpose of this course is: 1) to provide access to a broad base of information about the theory and practice of schooling in British Columbia and Canada; 2) to outline a variety of points of view on public and professional controversies and debates about the aims and practices of public schooling; and 3) to develop analytical and historically grounded perspectives for the evaluation of contentious "social issues". The aim of the course, then, is the development by students of a coherent and justifiable critical perspective with which to identify and assess contemporary debates on educational issues.

Format: The course combines lectures, film and videotape presentations, student presentations, and seminar discussions.

Themes and Continuity: We will begin with an introduction to the educational "field" in British Columbia, identifying the principal players, and noting some of the current controversies over public education. The first three weeks we will review basic concepts and terms drawn from educational history, politics, philosophy and sociology which will enable us to assess the changing roles and functions of schools in society. Then we will turn to the analysis of four specific topics: alternative educational schemes of the 1960's and 70's; schooling and social class difference; multiculturalism and racism; and institutional sexism. Each topic has been the focus of a good deal of controversy over the last decade, and each is enshrouded by political rhetoric, popular misconception and "myth".

What should be taught in public schools, and how teachers should teach are issues of continuing political and public debate. We turn to a case study: the "literacy crisis" in industrialized countries which has been a point of contention between professional educators and political/public interest groups, the latter calling for a return "to the basics". Undertaking a bit of 'detective' work, we will examine various artifacts (textbooks, official documents, test results, policy statements, etc.) to try to get an historical overview on this particular social issue. We'll briefly review changing "paradigms" of educational practice in order to get some sense of how schooling practice has developed over the last hundred years. The point here is that "social issues", focusses of conflict over educational policy and practice, do not simply reflect current concerns; on closer analysis, each has a distinct historical basis.

For purposes of comparison, we'll switch cultural contexts and turn to the "radical" pedagogy of Brazilian educator Paulo Freire. Freire's work has provided the basis for a relevant and common sensical approach to literacy training which contrasts markedly with the 'mainstream' trends in North American pedagogy. His program for literacy has been adopted in Tanzania, Mozambique, Brazil, Nicaragua, and other developing countries. Freire and Ivan Illich have articulated a philosophic, political and sociological

critique of institutionalized public schooling. Juxtaposing the social role of education in Third World countries with the conventional view of public schooling in North America, we will discuss the applicability, validity and use of Freire and Illich's insights.

Finally, we will turn to the specific problems and issues confronting teachers and educational decision makers in the coming decade. We will examine the historical development of teaching from an underpaid, de-centralized 'craft' into a highly trained and specialized profession, noting the influence of "scientific management" on public education. We will also focus on the history of the B.C.T.F., tracing its development as a labour and professional organization. This discussion will, hopefully, foreshadow some of the prospects for teachers in the 1980's.

We will conclude with a discussion of what is perhaps the most pressing "social issue" confronting teachers and students today: the anticipated effects of technological change on social structure, the workplace, and the practices of public schools. We will examine the effects of mass media on children and discuss the potential educational uses of media and computers in public schools. Should the school teach the specialized technological demands of specific occupations? Does the the inclusion of such technological 'skills' in the curriculum pose a threat to humanistic and liberal arts education? No doubt we will conclude on a (check one)
 () gloomy and/or () optimistic note.

II. COURSE REQUIREMENTS

Students will be expected to complete required readings. Grades will be assigned on the following basis:

- 25% 5 to 7 page paper focussing on an aspect of socialization in schools. Due July 8.
- 25% A brief 10 minute in-class presentation which summarizes and discusses an important article or some piece of curriculum. This assignment may be accompanied with a 5 page written review. Any class before Aug. 5.
- 25% 5 to 7 page paper on either: (a) Freire's pedagogy; (b) Illich's concept of "deschooling", or; (c) a specific social issue in Canadian or B.C. education. Due August 5.
- 25% Tutorial participation.

A brief 1 page writing assignment will be due May 20th; this assignment is primarily to check on writing problems and will not be assigned a formal mark. It will, however, be included in the tutorial mark.

All paper topics, literature reviews, curriculum analyses must be cleared in advance with the instructor. The class presentation/literature review can be undertaken at any point during the term, but must be arranged in advance.

Keep a xerox copy of all written work undertaken for the course. This can prevent problems in the event work is lost or misplaced, or in the event that you should request an unbiased reevaluation of a mark.

III. COURSE SYLLABUS

Date	Topics	Required Readings
May 13	<p>Course Introduction: What is a social issue? An introduction to the educational field in B.C. The study of social 'problems', consensus/dissensus, convergent and divergent social forces. Screening the viewpoints on the current "crisis" in public education.</p>	<p>(in class) Putman, Weir (1925); Chant (1960). Excerpts from Royal Commissions.</p>
<p>May 20 (1 page due)</p>	<p>The Experience of Public Schooling: Institutional structure, rule systems, and social roles. Social relations and interaction within the school. The nature of pedagogy: curriculum, evaluation, instruction. Relating educational philosophy, governmental policy and daily school practice. Movie: <u>High School, Part I (Wiseman, 1968)</u></p>	<p><u>Inside High School</u>, Cusick</p>
May 27	<p>Socialization, the Hidden Curriculum and School Knowledge: Theories of social and cultural reproduction in education. Labelling theory, the concept of normalcy and the medical metaphor. Streaming/tracking and the meritocracy. Movie: <u>High School, Part II (Wiseman, 1968)</u></p>	<p>Keddie, "Classroom Knowledge"; Williams, "Ideology", "Hegemony"; Durkheim, selections from "Education and Society".</p>
June 3	<p>Issues in Educational Equality: Schooling and social class. The concept of equality of educational opportunity. Theories of social justice; human capital theory. Compensatory education and the differential provision of school knowledge. Movie: <u>Ridley College (N.F.B., 1980)</u>.</p>	<p>Pike (Chpt. 2 in Wilson); Anyon, "Elementary Schooling and Social Class"; Gaskell and Lazerson (Chpt. 11 in Wilson)</p>
June 10	<p>Alternative Educational Models: The 1960's and public education. Reaction and response to traditional education. The Summerhill experiment, free schools in North America. The adoption of innovations. The theory of repressive tolerance. Movie: <u>Summerhill (Neill, 1968)</u></p>	<p>Kozal, "Politics, Rage and Motivation in the Free Schools"; Smollet, "Schooling and the Illusion of Choice"; Marcuse, "Critique of Pure Tolerance".</p>

- June 17 Issues in Educational Equality: Multiculturalism and Racism. Official multicultural policy and classroom practice. Racism: stereotyping, assimilation and integration. (Guest speaker) Slide/tape presentation: Racism in B.C. (B.C.T.F., 1972) Jaenen (Chpt. 5 in Wilson); January theme issue of the B.C. Teacher.
- June 24 Issues in Educational Equality: Sexism. The institutional reproduction of patriarchy: textbooks, classroom inter-action, staffing and administration. Women and the new technology: labour redivided. Movie: Men's Lives (U.S.A., 1976) Gaskell (Chpt. 10 in Wilson); Kelly and Nihlen, "Schooling and the Reproduction of Patriarchy"; Menzies, "Women and the New Technology".
- July 1 Dominion Day - No class
- July 8 (paper due) Curricular Content and Social Change: The "literacy crisis" in historical context. Paradigms of educational practice. Changing forms and contents of curriculum and instruction. Videotape: May Day/New Westminister (1934)
Gulf Island Schools (1941)
Jonathan Kozal Discusses Literacy in America (P.B.S. Latenight, 1983) DeCastell, Luke "Changing Definitions of Literacy in North America"; Tomkins (Chpt. 8 in Wilson).
- July 15 Comparative Study: The Pedagogy of Paulo Freire; Ivan Illich's theory of "deschooling". The banking theory of schooling. Dialogue, dialogics and dialectics. "Conscientization" and critical thinking. Literacy and socio-economic development in Latin America: Carnoy's concept of "cultural imperialism". Movie: Literacy for Social Change in Peru (1977). The Freire Illich Debate; Mackie, selected articles.
- July 22 Freire: The applicability of Freirian pedagogy in North American schools. Ashton-Warner's "key word" approach to teaching reading. Critical thinking and dialogue in the conventional classroom. Movie: Starting from Nina (1974) Mackie, selected articles.

July 29

Teaching in North America: Prospects for the 1980's. Professional and labour affiliations. A brief history of the B.C.T.F. The rise of scientific management; administrative authority, academic research and the control of teachers. Braverman's analysis of the work of F.W. Taylor; the 'deskilling' and 'reskilling' of the workforce.

Henchey (Chpt. 13 in Wilson); Apple, "Curricular Form and the Logic of Technical Control"; Dewey, "My Pedagogic Creed".

August 5

(paper due)
Education and the New Technology: Media, Computers and Education. Television and children; the role of the "culture industry" in public education and socialization. The 'educational' use of computers and communications technology.
Videotape: Television in the 1980's (P.B.S., 1982)

Gitlen, "Television's Screens: Hegemony in Transition"; Marvin, Winther, "Computer-Ease: A Twentieth Century Literacy Emergent"; Barthes, "Operation Margarine" from Mythologies.

Note: Many of the articles listed for readings are extremely brief excerpts. The average length of required readings is about 30-40 pages per week. See "required readings" for options.

IV. READINGS

Required Readings:

Cusick, Phillip. Inside High School.

Wilson, J. Donald (ed.) Canadian Education in the 1980's.*

Mackie, Robert B. Literacy and Revolution: The Radical Pedagogy of Paulo Freire.*

Selected articles will be handed out in class (see course syllabus).

Options: You may substitute Phillip Jackson's Life in Classrooms (1968) for Cusick; Freire's Pedagogy of the Oppressed or Education for Critical Consciousness for Mackie. If you should choose one of these options, notify the instructor.

Recommended Readings: These materials are available in the bookstore in limited quantities. They are optional readings for those interested in a more theoretical and in depth discussion of schooling, society and socialization. Note that they will be of considerable aid in the preparation of the first paper on socialization.

Apple, M. Ideology and Curriculum (1980).

Olson, P. (ed.) Interchange 1981: 2-3. Theme issue: "Rethinking Social Reproduction".*

Reserve Readings: The following materials are on 24 hour reserve in the library. They have been selected to aid you in putting together papers. The * denotes anthologies of essays by various authors. These will be of particular use if you are examining a specific aspect of socialization (i.e. the hidden curriculum, streaming and testing, sexism in the classroom). Essays from these anthologies are also acceptable choices for your in-class presentation/literature review.

Sharp, R. Knowledge, Ideology and the Politics of Schooling (1980).

Cosin, Dale, et al. (eds.) Schooling and Society: A Sociological Reader (1976).*

Dale, Esland, et al. (eds.) Schooling and Capitalism (1977).*

Banks, Olive. The Sociology of Education (1970).

Porter, J. The Measure of Canadian Society: Equality, Opportunity and Education (1979).

Karabel and Halsey (eds.) Power and Ideology in Education (1977).*

Nelson, R. and Nock, D. (eds.) Reading, Writing and Riches (1976).*

Martell, G. (ed.) The Politics of the Canadian Public School (1972).*

Illich, I. Deschooling Society (1970).

Freire, P. Pedagogy of the Oppressed (1972).

Freire, P. Education for Critical Consciousness (1972).

Neill, A.S. Summerhill (1968).

Ashworth, M. The Forces Which Shaped Them (1976).

V. GRADE APPEALS

Should you wish to appeal the grade on a specific written assignment, the following procedure may be pursued: 1) request of the instructor a review of the grade and/or the opportunity to rewrite the paper/assignment; 2) should this prove unsatisfactory, you may request that the instructor send the paper/assignment to another member of the Faculty of Education for reassessment.

Should you wish to appeal the final mark, the following procedure may be pursued: 1) contact the instructor and request a review and explanation of the grade; 2) should this prove unsatisfactory, you may file an appeal with the Director of Undergraduate Programs, Faculty of Education (Ed. MPX); 3) should this prove unsatisfactory, you may appeal to the University Senate.

Educ. 240-3 Social Issues in Education

Spring, 1983

INSTRUCTOR: Dr. Mike Manley-Casimir

Tuesdays & Thursdays 11:30 - 12:20
(plus one hour of tutorial per week)

LOCATION: on campus

CALENDAR DESCRIPTION:

Social functions of the school; societal trends affecting the institutions and practices of education.

RANGE OF TOPICS:

The course will focus on the school as a social institution examining: the social forces impinging on the school; educational policy and issues of justice particularly questions of equality of educational opportunity; structural sources of injustice, e.g., sex-role, stereotyping, institutional racism, the effect of social class on school learning, and school based processes; education as liberation and Paulo Friere's ideas of developing critical consciousness.

REQUIREMENTS:

1. Tutorial participation with 2-3 associated short assignments.
2. Term paper (10 - 12 pages in length).
3. Final exam (probably take-home).

TEXTS:

Philip A. Cusick. Inside High School. New York: Holt, Rinehart and Winston, 1973. (paperback)

Brian Wren. Education for Justice. Maryknoll, New York: Orbis Books, 1977. (paperback)

Paulo Freire. Pedagogy of the Oppressed. McGraw Hill. (paperback)