

Education 240-3 Social Issues in Education

Summer Semester, 1984
Thursdays, 8:30-11:20

Instr: A. Luke
Location: On Campus

OBJECTIVES: The objectives of this course are: 1) to provide a broad base of information about schooling as a social institution, with specific focus on B.C. and Canada; 2) to outline background information and points of view on contemporary public and professional controversies about the aims and practices of public schools; and 3) to provide foundational perspectives on these issues. The primary aim of the course is the development by each student of a coherent and justifiable critical perspective with which to identify and analyze debates on educational issues.

FORMAT: The course combines lectures, student presentations, film and videotape presentations, guest speakers, with weekly seminars.

TOPICS include:

An introduction to the educational 'field' in B.C. What is a "social issue"? Consensus and conflict over the aims and practices of public schooling.

Schooling as a social institution: ritual, socialization, cultural reproduction, and the "hidden curriculum".

Schooling in Multicultural society.

Academic and occupational equality for women.

Social class, social justice and the provision of "school knowledge".

Curricular form and content: the issue of Canadian control.

Standardized Testing: minimum competence, accountability, centralization.

Comparative Education system.

Radical alternative: Freirian pedagogy.

The aims and structures of post-secondary education.

REQUIRED TEXTS: Cusick, Phillip. "Inside High School". Holt, Rinehart, Winston, 1973.

Freire, Paulo. "Education for Critical Consciousness". Seabury, 1978.

Apple, M. "Ideology and Curriculum". Routledge, 1979.
Selected articles from journals.

RECOMMENDED: Purvis, June and Hales, Margaret. "Achievement and Inequality in Education". Routledge, 1983.

Wilson, J.S. "Canadian Education in the 1980's". Detselig, 1981.

In addition to the two required texts, there will be a charge for articles handed out in class. Weekly readings will also be available on reserve.

COURSE REQUIREMENTS: Students will be expected to complete assigned readings and to participate in seminar discussions. Three major assignments will be required: a short mid-term paper (5-7 pages); a short research paper (5-7 pages); and several short seminar assignments.

NO PREREQUISITE COURSES ARE REQUIRED