

EDUC 240 - SOCIAL ISSUES IN EDUCATION

Fall '74

Dr. June Wyatt

Those things termed social issues in education reflect disagreements about the relationship between schools and society. Debates about these issues generate plans for reform of the educational system as well as defenses of the status quo. At the core of the debates is concern over whether planned change (in schools or societies) is possible or desirable and in what direction it can or ought to go.

By viewing the interaction of school and society in a variety of sociocultural settings we may begin to see what the possible relationships between schools and society are; thereby gaining perspective on current issues in the Canadian educational scene.

These topics will be dealt with:

1. What is schooling? What is education?
2. Does the operation of schools in different social contexts differ in ends or only in means. Examples to be examined: schools in the kibbutz, in colonized countries, in Hutterite and Amish communities, in the USSR, in Canada. (see point 4).
3. The above examples will be compared with reference to the role of the teacher, administrator, parent, child, community and government.
4. Canada - A pluralistic society. What are the expectations for the educational system of the various sub groups comprising Canadian society? (recent immigrant, native, poor, French)
5. To what extent is the community school movement a force for social change?
6. The school as a society within a society.
7. What are the critiques of North American education made by the radical reformers? (Illich, Freire, Reimer, Silberman, Herndon) What are the responses of the liberal defendants? (Broudie, Troost) Is there a viable middle ground?

Fall 1974

Dr. J. Wyatt

Guide to Assignment

1. You are required to write a paper of no less than 10 and no more than 20 typed pages on one of the topics (themes) listed below or on a topic of your choice. In either case your choice must be approved by your tutorial leader.
2. The paper should be handed in during the week of November 4 to your tutorial leader. It can be handed in earlier but not later.
3. Your paper should be based on your reading of at least 2 books and 5 articles. (The latter may be from journals or collections of readings.)
4. 40% of your final grade will be based on this assignment.
5. Your paper should:
 - a- pin down the main points of each source you are writing about
 - b- relate the main points of each source to each other
 - c- identify the central issue(s) in your theme or topic
 - d- identify major points of agreement and disagreement
 - e- identify suggestions which have been made to resolve disagreements
6. Format: You may fulfill the above requirements (a to e) by
 - i- writing an individual analysis of each source (a) and a conclusion (3 to 6 pages long) in which you fulfill requirements b to e.
 - or-
 - ii- writing in the more usual essay style in which a-e would be dealt with together throughout your paper.
7. Criteria for Evaluation
 - a- Choice of materials. How well you used the library resources, how well you have followed out leads
 - b- Clarity of writing
 - c- The degree to which you have gone beyond simply summarizing what you have read and have identified critical issues and themes. This criterion is relevant to point 5a above. Even if you choose to write an individual analysis of each source (6i) you should not stop at a summary of the source.

Possible Topics- and books to start with

1. Collective Education (Hostetler, Spiro, Bronfenbrenner)
2. Education in Third World countries (Freire, Peshkin, Wax)
3. Minority Group Education (Kozol, King, Ryan, Kleinfeld)
4. Culturally different or disadvantaged? (Ryan, Valentine, Williams)
5. Education and Poverty (Ryan)
6. Status of women in education (BCTF Finnigan)
7. Alienation (Keniston, Loken, Friedenberg)
8. Youth Culture (Roszak, Farber)
9. Teacher rights (Eddy, MacDonald, Broudy)
10. Community rights (Kozol, Freire, Repo, Burton)
11. Language and education (Cazden, Ryan)
12. The School as a small society (Jackson, Broudy, Silberman)
13. Alternative Schools (Kozol, Bremer, Burton, Neill, Glasser)

14. The role of the family in education (Burton, Bronfenbrenner, Spiro)
15. Consider some of the criticisms of the Public School movement by any two of the following: Glasser, Goodman, Neill, Reimer, Kozol, Illich, Silberman, Freire, Friedenberg, Jackson, Postman and Weingartner. Contrast with criticisms found in Broudy, Troost or journal articles. (if you use Broudy's book you only need 2 articles to fulfill the requirements.)