

Placed for duplicating Jones for delivery Jan 11/77
Manley

COURSE SYLLABUS

Education 240: Social Issues in Education

Faculty of Education
Simon Fraser University
Summer 1977

Instructor: Mike Manley-Casimir
Building 2, #205
Phone: 291-4787 or 291-3591

94 Denman Court
Coquitlam, B.C.
525-3121

Lectures: Monday and Wednesday
May 9 - August 5

2.30 - 3.20 p.m.
AQ 9201

Objective:

The objective of this course is to provide students with an understanding of the role and functions of the school as a social institution and of the issues that impinge on (and often swirl turbulently about) the school.

Planned Outcomes:

More specifically, the course is designed to yield the following learning outcomes:

<u>Outcomes</u>	<u>Primary Instructional Modes</u>
i mastery of a basic core of knowledge about the realities of schools as social institutions -- their nature, organization, and functions.	Required texts
ii general understanding of the range and complexity of issues impinging on the school.	Lectures, Films, Guests and Tutorials. Independent Reading
iii detailed knowledge of a selected issue gained from an in-depth analysis.	Term Paper or Approved Alternative. Independent Reading
iv ability to analyze the dimensions of social issues in education and to marshal relevant knowledge to support the analysis.	Tutorials, Independent Reading. Final Exam.

Required Reading:

John Eisenberg and Gailand MacQueen, Don't Teach That (General Publishing Co., 1972). Paperback.

John A. Laska, Schooling and Education (Van Nostrand Co., 1976). Paperback.

Rosemary Ganley and Ron Wood, Technology and Change: Crisis in Canadian Education (McClelland and Steward Ltd 1975). Paperback.

William Strunk and E.B. White, The Elements of Style (New York: MacMillan, 1972). Paperback.

The first five texts will provide students with a common core of knowledge and common frames of reference. All students are expected to become thoroughly familiar with each of these basic references. The sixth book -- The Elements of Style -- is specifically included for those students who wish to improve their writing style. It is not a "required" text in the same sense as the others -- it is required only for those who need it. Still, it is a gem of a book -- well worth reading, if not owning.

PLAN OF TOPICS:

- I THE SCHOOL AND SOCIETY: ROLE AND FUNCTIONS
 - (a) Goals and Purposes
 - (b) Socialization, Stratification and Mobility
 - (c) Conflicts in Public Expectations

- II THE SCHOOL AS A SOCIAL INSTITUTION: IMAGES
 - (a) Formal Organization
 - (b) The Role of the Principal
 - (c) The Role of the Teacher
 - (d) The Role of the Student
 - (e) The Hidden Curriculum
 - (f) Student Alienation

- III ISSUE: THE STRUGGLE FOR CONTROL
 - (a) Conflicting Claims for Control
 - (b) Central vs. Local Control
 - (c) Community - School Councils
 - (d) Decentralization of Curriculum in B.C.

- IV ISSUE: RIGHTS IN SCHOOL
 - (a) Nature of Rights -- Community and Societal Interests
 - (b) Parent's Rights
 - (c) Teacher's Rights
 - (d) Student's Rights

- V ISSUE: EQUALITY OF EDUCATIONAL OPPORTUNITY
 - (a) Conceptual Dimensions
 - (b) The American Experience
 - (c) The Canadian Scene
 - (d) Research Issues
 - (e) Policy Issues

- VI ISSUE: CULTURAL PLURALISM
 - (a) Melting Pot, Mosaic or Mixing Bowl?
 - (b) Issues in Native Education
 - (c) Cultural Shifts -- Changing Values and Life-Styles

VII ISSUE: ACCOUNTABILITY

- (a) Concept of Accountability
- (b) Assessment Programs
- (c) PAB, PPBS, PPBES
- (d) Performance Contracting
- (e) Barriers to Accountability

VIII ISSUE: SEX ROLE STEREO-TYPING

- (a) Sexual Stereo-Typing
- (b) Sexual Discrimination
- (c) Curriculum Materials and Other Media

IX ISSUE: COMPULSORY EDUCATION

- (a) Historical Origins
- (b) Radical Critiques
- (c) A Free Market in Education?

X ISSUE: ALTERNATIVES

- (a) Free Schools
- (b) Open Education
- (c) Walkabout: Recent Developments
- (d) Cross-Age Tutoring
- (e) Alternative Schools in B.C.

XI ISSUE: REACTION

- (a) Basics Movement
- (b) Literacy
- (c) Value Schools

COURSE CALENDAR

May	10	First Class	
	12	Course Orientation & Expectations	Lecture
	17	Sex Role Stereotyping (BCTF)	Ms. P. Roberts
	19	The Winegard Report and Equal Education Opportunity	Dr. J. Ellis
	24	Student Tutoring	Dr. A. Elliott
	26	Racism in School & Society (BCTF)	Mr. W. Knapp
	31	Social Issues: Analytic Perspective	Lecture
June	2	Topic I School: Role and Functions	Lecture
	7	Conflicts in Public Expectations	Lecture
	9	Topic II Convergence: High School: Pt. 1	Film
	14	Convergence: High School: Pt. 2	Film
	16	Divergence: Summerhill	Film/Lecture
	21	The Hidden Curriculum	Lecture
	23	Topic III The Struggle for Control	Lecture
	28	Topic IV Rights in School	Lecture
	30	Topic V Equality of Educational Opportunity	Lecture
July	5	Equality as Social Policy	Lecture
	7	Topic VI School and Cultural Pluralism	Lecture
	12	*****Term Papers Due this Week*****	
	14	Cultural Shifts-Changing Values & Life Styles	Lecture
	19	Social Change: "Future Shock"	Film
	21	Accountability	Lecture
	26	Course Evaluation: Take Home Exam.	Lecture
	28	Walkabout & Secondary Schooling	Lecture
August	2	Reaction: The Basics Movement	Lecture
	4	Last Class Summary & Overview	Lecture

EXPECTATIONS

1. Exams:

- (a) Each student is expected to write the final exam.
- (b) The exam will be distributed ahead of time.
- (c) Students are expected to answer questions on topics other than the topic of their term paper.

2. Independent Reading and Tutorial Participation:

The course combines lectures with tutorials and independent reading. Each student is expected to attend lectures and tutorials on a regular basis and to accept a major responsibility for reading around the topics of lectures and tutorials. All students are expected to participate actively in tutorials.

3. Term Paper or Alternative:

Each student is expected to write a formal term paper or in consultation with his/her tutorial leader to develop some alternative means of satisfying this requirement (see below). If you decide to write the more traditional term paper (and this is a perfectly acceptable choice), then the following guidelines and criteria apply.

1. Term Paper -- Guidelines and Criteria

- (a) A student selecting this option is expected to write a term paper not longer than 12 double-spaced 8 x 11 typed pages either on one of the topics discussed in the course or on a topic of your own choice. In either case, your proposed paper must be approved by your tutorial leader.
- (b) Your paper should be based on your reading of at least two books and five articles. (The latter may be from journals or collections of readings).
- (c) Your paper should:
 - i) start by posing one central question which you plan to answer. Subsidiary questions may also be posed and answered.
 - ii) identify the main elements of the question.
 - iii) discuss these elements systematically in terms of the relevant literature. This discussion should:
 - relate the main points of each source to each other.
 - identify the major areas of agreement and disagreement.
 - identify suggestions made to resolve disagreements.
 - indicate where you stand on the issue and the action you would advocate for resolving the issue.
- (d) You may fulfill the requirement in (iii) above:
 - EITHER - by writing the more usual essay type paper in which you integrate the sources of your argument.
 - OR - by writing an individual analysis of each literature source you consider relevant and then preparing a conclusion (3-5 pages) to deal with the items in (iii).
- (e) Your term paper will be evaluated according to these criteria:
 - i) Evidence of careful selection and use of relevant literature.
 - ii) Evidence of careful consideration of issues and alternatives.

- iii) Evidence that the paper answers the question(s) posed at the outset.
 - iv) Clear exposition, correct grammar, punctuation, and spelling (correct in the sense of current usage).
2. Alternatives -- Suggestions

There are a number of alternatives to the term paper outlined above. The following examples give some idea of the range of possibilities:

- (a) A student, interested in sex-role stereo-typing, decided to write a fictional children's story in which the girl takes the dominant leadership role while the boy follows her lead. The story is probably publishable.
- (b) A student, interested in cultural clash, created an audio-visual cassette depicting the clash between the dominant white Canadian culture and the Native Indian culture.
- (c) Three students, interested in the hidden curriculum amongst other things, collectively wrote a satirical play depicting some of the discrepancies between the stated ideology and actual practice of the school.

If you wish to satisfy the requirement through an alternative like this, the details should be carefully worked out with the instructor/tutorial leader, and criteria for evaluation developed before the project proceeds.

EVALUATION:

Individual evaluation will be based on performance of these four expectations in the following proportion:

- | | |
|---|-----|
| 1. Independent Reading and Tutorial Participation | 10% |
| 2. Term Paper | 45% |
| 3. Final Exam | 45% |

TENTATIVE DRAFT: GRADING PROFILES

A. Superior

Cognitive Abilities	Evidence of high degree of conceptual integration and synthesis, original thought and critical evaluation.
Content	Mastery of a wide range of relevant literature.
Argument	Sophisticated and articulated development of ideas in a coherent essay structure.
Syntax & Usage	Variety of flexibility in sentence structure and paragraph development in a manner appropriate to the theme.

B. Good

Cognitive Abilities	Evidence of application, analysis, a basic integration of concepts, some synthesis.
---------------------	---

Content	Mastery of a substantial body of relevant literature.
Argument	Clear organization, good intraparagraph structure, linear development.
Syntax & Usage	Basic competence in sentence structure, paragraph development, vocabulary, punctuation, spelling.

C. Satisfactory

Cognitive Abilities	Evidence of knowledge, comprehension and some application.
Content	Mastery of an adequate body of relevant literature.
Argument	Adequate organization and coherent argument.
Syntax & Usage	As in "B" above but with greater tolerance for error.

D. Pass

Cognitive Abilities	Evidence of knowledge and understanding of basic concepts, little application, analysis or integration.
Content	Evidence of the bare minimum of relevant literature.
Argument	Basically comprehensible.
Syntax & Usage	Sentence structure, vocabulary, usage minimally acceptable.

APPEAL PROCEDURE

The process of grading a student's work always involves an element of judgment. We try to be as careful and as fair as possible in evaluating term papers, tutorial participation and exams. Still errors of judgment can and do occur. To safeguard the interests of the student the following appeal procedure is available to you in the event you feel your work has been unfairly evaluated.

- First Step -- Raise your concern with the individual who assigned the grade in the first instance and seek resolution of grievance.
- Second Step -- Bring the matter to the attention of the instructor.
- Third Step -- If disagreement about the grade persists, the instructor will seek an independent evaluation of the work in question, from another member of the Faculty of Education with specific knowledge in the topic of the assignment.
- Fourth Step -- If still dissatisfied the student may appeal the decision to the Dean of the Faculty of Education. This is the last avenue of recourse within the Faculty of Education.
- Final Step -- Ultimately any student can appeal a decision to the Senate Appeals Board.

The following items are on reserve in the library:

Books

1. Adams, Paul et al, Children's Rights: Toward the Liberation of the Child.
2. Bargen, P.F., The Legal Status of the Canadian Public School Pupil.
3. Bereiter, Carl, Must We Educate?
4. Cazden, Courtney, B. Functions of Language in the Classroom.
5. Cicourel, Aaron V., & Kitsuse, John I. Educational Decision-Makers
6. Cusick, Philip, A. Inside High School
7. Dosman, Edgar J., Indians: The Urban Dilemma.
8. Bowers, C.A., Housego, I. Dyck, D., Education and Social Policy: Local Control of Education
9. Pennock, J.R. & Chapman, J.W., Equality
10. Finnigan Bryan, Making It: The Canadian Dream
11. Gartner, Alan, Children Teach Children
12. Hollingshead, August B., Elmtown's Youth: The Impact of Social Classes on Adolescents.
13. Hurwitz, E. & Tesconi, C., Challenge of Education
14. Ianni Francis A. Cultural Relevance and Educational Issues.
15. McPherson, Gertrude H., Small Town Teacher
16. Morrison, T. & Burton, A., Options: Reforms and Alternatives for Canadian Education
17. Postman, W. & Weingartner C., Teaching as a Subversive Activity
18. Porter, John, The Vertical Mosaic
19. Sexton, Patricia, Readings on the School in Society
20. Waller, W. The Sociology of Teaching

Articles

1. B.C.T.F. "Task Force on the Status of Women"
2. B.C.T.F. "Text Book Study"
3. B.C.T.F. "Involvement: The Key to Better Schools"
4. Engle, K.M. "Revolution in Sports" "The Greening of Girls' Sports"
5. Faculty of Education, "Some Readings in the Area of Curricula for Multi-Cultural Canada"
6. Golding, M.P., "Towards a Theory of Human Rights"
7. Hurst W. et al, "Breaking the Mould"
8. Iglitzin, L.B., "A Child's-Eye View of Sex Roles"
9. Jacobs C. & Eaton C. "Sexism in the Elementary School"
10. Levy, B. "Do Teachers Sell Girls Short?"
11. Porter, J.A. "Inequalities in Education"
12. Porter, J.A. "Social Change and the Aims and Problems of Education"
13. Women's Research Collective, "Voices of Women Students"
14. Vancouver Status of Women, "Exploring Sex Roles: A Kit for Counsellors"
15. Margaret T. Morgan and Norman Robinson "The 'Back to the Basics' Movement in Education" Canadian Journal of Education I #2 (1976): 1-11.