

FACULTY OF EDUCATION

Spring Semester, 1974

Instructor: Dr. A.C. Kazepides

Education 240-3 Social Issues in Education

COURSE GUIDE

Social issues that influence educational practice are complex and require a multidisciplinary approach to them: concepts must be clarified, assumptions and value judgments must be examined, and empirical evidence must be checked and weighed.

The aim of this course is to build the background (part one) against which specific educational issues (part two) will be discussed systematically and usefully. This is by no means an easy task, as it requires extensive knowledge of several social sciences (sociology, anthropology, economics, social psychology) and philosophy as well as knowledge of educational theory and practice.

Outline

PART ONE:

THE CONTEXT OF EDUCATION

1. Education and Culture
 - a. Is it appropriate to talk of education as the socialization of children?
 - b. Two important senses of culture and their relevance to education.
2. The Character of Our Culture
 - a. The impact of industrialization
 - b. The character of our popular culture and its influence on education
 - c. "Future Shock" (film)
3. The Problems of Commitment in our Society
 - a. The nature of commitment and the uncommitted.
 - b. The strategic position of the school between the private world of the nuclear family and the public world of the corporate superstructures.
 - c. Educational implications of scientific, technological and

- social changes.
- d. The achievement of self-fulfillment and the elements of commitment.
- e. Appeals to human nature beg the question of values in education.
- f. The public aspects of commitment and its requirements today.
- g. Some implications for Education.

PART TWO

SOME SPECIFIC ISSUES IN EDUCATION

- 5. The Functions of the School in Our Society.
- 6. The "Hidden Curriculum": The Undesirable side-effects of Schooling.
- 7. Student Alienation
 - a. "The invention of the adolescent" (film)
 - b. "No reason to stay" (film)
- 8. Personal Relations in Education
 - a. The teacher as an authority and the authoritarian teacher
 - b. Discipline and punishment in the school.
 - c. Rights in Education
 - d. Compulsory attendance
 - e. The importance of teacher expectations ("What teacher expects" (film))
- 9. Equality of Educational Opportunity
 - a. What is it?
 - b. Sex discrimination in our educational system (guest lecturer)
 - c. The influence of the home on the over-all achievement of children.
 - d. Minority Groups and Education
- 10. The Teacher as a Professional
 - a. Pressures to deprofessionalize the teacher
 - b. Should the teacher be held accountable?
 - c. Educational and non-educational responsibilities of the teacher.

Course requirements

1. Students will be expected to participate regularly in two one-hour lecture sessions and one one-hour tutorial each week. (20% of grade)
2. One Book review will be due on February 4th. Specific instructions will be provided on a separate sheet. (20% of grade)
3. A term paper of approximately 8 - 10 double-spaced pages will be due on the 28th of March. Suggested essay topics and bibliography will be distributed on assignment guide sheets. (30% of grade)
4. Students will be expected to take a one and a half hour final examination based on lectures and readings. (30% of grade)

Required readings:

1. One of the following:
 - a. Broudy, H., The Real World of the Public Schools.
 - b. Troost, C.J. (ed.) Radical School Reform
and
2. One of the following:
 - a. Sexton, P.C. (ed.) Readings on the School in Society.
 - b. Evetts, J., The Sociology of Educational Ideas.
 - c. Lawr & Gidney, Educating Canadians.
 - d. Morrison & Burton (eds), Options: Reforms and Alternatives for Canadian Education.

FACULTY OF EDUCATION

Education 240-3 Social Issues in Education

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GUIDE TO ASSIGNMENTS

BOOK REVIEW

I .

You are being asked to review one of the following books which are not literary.

Here are some enumerated suggestions:

1. What is the main thesis held by the author(s)? You are not going too far by explaining quite fully the author's position.
2. What are some side-theses which generate explicitly or implicitly out of the main thesis.
3. What other theses might the author have considered, in your opinion.
4. You might compare and contrast the author's thesis with another well-known author.
5. You may use long or short quotations- correctly inserted.
6. Avoid possible pitfalls:
 - a. You are not offering a digest
 - b. You are not even trying for a synopsis
 - c. Heaven foul a precis.
7. Look for conceptual confusions, questionable assumptions, inconsistencies and unsubstantiated empirical claims.
8. Here are some useful questions you should ask:
 - a. "What does the author mean?"
 - b. "How does the author know?"
 - c. "What are the grounds for the author's recommendations?"(P.S. Please don't forget to ask these questions about your own paper!)

Books for Review

1. Broudy, H.S., The Real World of the Public Schools.
2. Silberman, C.H., Crisis in the Classroom.
3. Troost, C.J. (ed.), Radical School Reform.
4. Pratte, R., The Public School Movement.
5. Evetts, J., The Sociology of Ed. Ideas.
6. Illich, J., Deschooling Society.
7. Goslin, D.A., The School in Contemporary America.
8. Kozol, J., Free Schools.
9. Jackson, P.W., Life in Classrooms
10. Morrison & Burton, Reforms & Alternatives for Canadian Education.
11. Sexton, P.C. Readings on the School in Society.

II.

TERM PAPER

You are required to write a paper of approximately 10-15 pages (double-spaced) on one of the topics suggested below or on a topic of your choice approved by your tutorial leader. Your paper should reveal that:

- (a) you have read a reasonable amount of material in the area of your topic;
- (b) you have thought sufficiently about the problem to take a justified point of view.
- (c) you can utilize the ideas and skills developed in the lectures and the tutorials.

The paper is due on March 28 and it should be typed. Those students who wish to submit their first draft for comments are advised to do so before March 12. (The first draft must also be typed).

The books that are marked with an asterisk are on 24 hour loan in the Library.

Suggested Topics and Readings

1. What should be the primary responsibilities of the schools and why?
6, 21, 36, 40, 23, 45, 51, 9, 33, 13, 56.

2. In what sense is the teacher an authority?
38, 35, 21, 6, 17, 51, 44.
3. To what extent are the non-educational functions of the school compatible with its educational function?
Bibliography for topic (1), 24, 41.
4. What is wrong with the schools of B.C. and why?
4, 2 and bibliography for topic (1), 57, 58.
5. Cultural diversity and public education in Canada.
47, 30, 33, 48.
6. The school as a formal organization: Desirable and Undesirable consequences.
(What is the "Hidden Curriculum")
16, Bibliography for topics (1) and (3).
7. Educational and non-educational uses of examinations.
6, 16, 28, 45, 64.
8. The political and religious uses of the schools.
(The problem of indoctrination)
1, 6, 7, 34, 46, 3, 12, 62.
9. Should the teacher be accountable? (To whom? To what?)
6, 16, 21, 40.
10. Factors that have influenced the development of the public school movement in Canada?
8, 31, 40, 57.
11. Consider some of the most important criticisms of the Public School movement by any two of the following: Goodman, Holt, Reiner, Kozol, Illich, Friedenberg, Jackson. Do this in the light of the counter-criticisms that can be found in Broudy, Troost, or Pratte.

12. What is equality of educational opportunity? Clarify the notion of "educational opportunity" and evaluate proposed arguments.
6, 10, 16, 29, 44.
13. What is alienation? In what ways does the school contribute to the alienation of the young?
18, 32, 24, 42, 45, 58, 59.
14. The role of the school in a world community.
21, 11, 9, 26, 50, 55.
15. "I'm ready to define education as what goes on in schools and colleges."
(Dr. James B. Conant)
Why is this statement unacceptable?
24, 24, 36, 40.
16. The role of the family in the child's over-all achievement.
10, 27, 22, 33, 43, 13.
17. Who should control the schools?
6, 21, 30, 44, 48, 57, 62, 64.
18. The role of discipline and punishment in the school.
14, 15, 23, 44, 53, 60, 70.
19. To what extent is there an implicit streaming of our young into stereotyped male and female roles.
65, 66.
20. Are there any legitimate educational uses of conditioning?
39, 64.

Bibliography

1. Aristotle, Politics
- * 2. B.C.T.F., Involvement: The Key to Better Schools
3. Benn, S.I. and Peters, R.S., The Principles of Political Thought
4. Bremer, John, Schools Without Walls
5. British Columbia, Province of, Royal Commission on Education in B.C. (Chant Report)
- * 6. Broudy, H.S., The Real World of the Public Schools
7. Brubacker, J.S. (ed) Eclectic Philosophy of Education
8. Butts, R.F., The Education of the West
9. Clark, B.R., Educating the Expert Society
10. Coleman, I.S., et. al., Equality of Educational Opportunity
11. Coombs, P.H., The World Educational Crisis
12. Crittenden, B., Education and Social Ideals
13. Dreeben, R., On What Is Learned in School
14. Durkheim, E., Moral Education
15. Ehlers, H. (ed), Crucial Issues in Education
- * 16. Evetts, J., The Sociology of Educational Ideas
17. Frankel, C., The Case for Modern Man
18. Friendenberg, Coming of Age in America: Growth and Acquiescence
- * 19. Glasser., Schools Without Failure
- * 20. Goodman, P., Compulsory Mis-education
- * 21. Goslin, D.A., The School in Contemporary Society
22. Henry, J., Culture Against Man
- * 23. Hirst, P., and Peters, R., The Logic of Education
- * 24. Illich, I., Deschooling Society
- * 25. Jackson, P.W., Life in Classrooms
26. Jaspers, K., The Future of Mankind
- * 27. Jenks, C., Inequality; A Reassessment of the Effect of Family and Schooling in America
28. Komisar, B.P., "Teaching: Act and Enterprise"
- * 29. Komisar, B. Paul & Coombs, J.R., "The Concept of Equality in Education"
- * 30. Kozol, J., Free Schools
- * 31. Lawr and Gidney, Educating Canadians
32. Loken, J.O., Student Alienation and Dissent
33. Manheim, K., and Stewart, W.A., An Introduction to the Sociology of Education
34. McClellan, J.E., Towards an Effective Critique of American Education
35. Nash, Paul, Authority and Freedom in Education
36. Oakshott, M., "Education: The Engagement and its Frustration"
37. Oakshott, M., Rationalism in Politics & Other Essays
- * 38. Peters, R.S., Authority, Responsibility and Education
39. Peters, R.S., (ed) The Concept of Education
- * 40. Pratte, R., The Public School Movement
41. Reimer, E., School is Dead
42. Rich, J., Humanistic Foundations of Education
- * 43. Riesman, D., The Lonely Crowd
- * 44. Sexton, P.C., (ed), Readings on the School in Society
- * 45. Silberman, C.H., Crisis in the Classroom
46. Snook, I., (ed) Concepts of Indoctrination
47. Spindler (ed) Education and Culture
- * 48. Stanley, W. et. al. (eds), Social Foundations of Education
49. Stevenson, H.A. et. al. (ed) The Best of Times the Worst of Times

50. Toynbee, A., Change and Habit
- * 51. Troost, C.J., (ed) Radical School Reform: Critic and Alternatives
52. Weinberg, C., Education and Social Problems
53. Westby-Gibson, Dorothy (ed) Social Foundations of Education
54. Young, M., The Rise of the Meritocracy
55. Illich, R., Education and the Idea of Mankind
- * 56. Petrie, Review Essay of Deschooling Society
57. Katz, J., Society, Schools and Progress in Canada
- * 58. Keniston, Kenneth, The Uncommitted: Alienated Youth in American Society
59. Goodman, P., Growing Up Absurd
60. Vredevoe, L.E., Discipline
61. Greene, T.F., Work, Leisure and the American School
62. Freire, Paulo, Pedagogy of the Oppressed (New York: The Seabury Press, 1968)
63. Malik, A. (ed) Social Foundations of Canadian Education
64. Field, F.L., Freedom and Control in Education and Society
- * 65. Vancouver Status of Women: Exploring Sex Roles
- * 66. B.C.T.F., "Report of the Task Force on the Status of Women"
- * 67. Morrison and Burton (eds) Options: Reforms and Alternatives for Canadian Education
- * 68. Silberman, C.E. (ed), The Open Classroom Reader
- * 69. Wax, M.L. et al. (eds) Anthropological Perspectives on Education
70. Wilson, P.S., Interest and Discipline in Education

copy *Dr O'Connell*

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dean Dan Birch
..... Faculty of Education

From..... Ian Whitaker
..... Chairman, Soc. & Anth. Dept.

Subject.....

Date..... September 18, 1974

At the meeting of SCUS yesterday afternoon a member of your faculty, Dr. Sheila O'Connell, raised the question of a potential overlap between a course on our proposed curriculum, SA-333: Sociology of Education and Education 240: Social Issues in Education. I have seen the handout and bibliography of the course given this Fall by Dr. June Wyatt and I must say that there seems to be very little in the way of overlap between that course and any that we would give under our rubric within sociology and anthropology. Dr. Wyatt's course is very largely concerned with the school and seems much less concerned with other educational institutions, and in particular, with processes such as socialization, etc. This is not intended as any criticism of her course, which I can well understand relates to a general programme in education.

I would wish to point out that the Sociology of Education is a standard offering in many sociology departments in Canadian universities, even where there are courses of a related nature taught under the auspices of an education faculty. You will notice that UBC has such a course:

466: Sociology of Education.--Contemporary trends in educational process, particularly the university setting and its relationship to community and social structure; comparative survey of educational institutions and their respective socio-economic contexts; social class biases in educational training.

Although they also have a course, within the Faculty of Education,

470: Educational Sociology.--Factors related to the social structure of modern western civilization which have significant relevance to education and to the educability of children.

We feel that there is ample material for two courses to co-exist at SFU. I should add that during the last semester one of our visiting professors, Gordon Robinson, gave a course which was essentially the sociology of education, who as a distinguished writer has written the principal sociological study of the private school system in England. We were obliged to bend the existing rubric of the course to permit him to teach his specialization, and that is a practice which I dislike. I am enclosing a scanty course outline that he used which might give you some idea of what I see to be the sociological perspective of these problems.

Looking forward to hearing from you and will be glad to meet either you or members of your faculty should you feel this useful.

Enc.

Ian Whitaker