

## Course Syllabus

### EDUCATION 240: Social Issues in Education

Fall, 1978

Lectures: Monday, 11:30 - 12:20 AQ 9201  
Wednesday, 11:30 - 12:20 AQ 9201

Instructor: S.C. de Castell  
Room 623 (Bldg. 6)

#### Objectives:

The objectives of this course are (1) to provide the student with factual information about the practice of schooling in Canada; (2) to acquaint him or her with a variety of points of view on contemporary social controversies arising within educational practice, and (3) to equip him or her with the analytical skills essential for the evaluation of those perspectives. The primary aim of the course is the development by each individual of a coherent and rationally justifiable viewpoint of his or her own which can provide the basis for a continued interest in social issues, motivate active participation in the resolution of social problems and enable the individual to make meaningful and valuable contributions to contemporary debates which he or she must inevitably confront.

#### Methods:

The course will consist of lectures, guest speakers, debates, films, tutorials, and independent reading and research. In addition to the required texts and suggested readings listed below, students will be provided with compulsory tutorial readings, and a comprehensive bibliography to assist with individual research projects and term papers.

#### Evaluation:

The course mark will be determined on the basis of:

(1) Tutorial participation	20%
(2) Two term papers	40%
(3) Final examination	40%
	<u>100%</u>

#### Central Concerns:

The course can be seen under four broad headings:

- (1) The nature and function of schooling; the relation between school and society.
- (2) The implicit and explicit intentions of the practice of schooling in Canada.
- (3) The overt and covert methods (with particular attention to the form of social relations) by means of which schooling is undertaken.
- (4) The content of education. (What is taught in schools.)

Required Reading:

- (1) Eisenberg & MacQueen: Don't Teach That. General Publishing Co., 1972.
- (2) C.F. Troost: Radical School Reform. Little Brown & Co.
- (3) Martell, George: The Politics of the Canadian Public School. John Lewis & Samuel, 1974.
- (4) Laska, John A. Schooling and Education. Van Nostrand, 1976.

Suggested Reading:

- (1) Friere, Paulo: Education for Critical Awareness
- (2) Ehlers, Henry: Crucial Issues in Education. Holt, Rinehart & Winston, 1977
- (3) Postman & Weingartner: Teaching as a Subversive Activity. Delacorte Press, 1969.
- (4) Cusich, Philip A.: Inside High School. Holt, Rinehart & Winston, 1973.

Expectations:1. 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.

2. Term Paper or Alternative:

Each student is expected to write 2 formal term papers 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 8 double-spaced 8 x 11 typed pages either on 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:
  - 1) 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) The student may wish to devote some part of his/her time to active participation in a community-action project, submitting a brief report of his/her activities, observations, and conclusions as related to the theoretical concerns of this course.
- (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.

**3. Final Examination:**

No student will be exempted from the final examination, which is an essential part of the course. The questions will be made available in advance.

N.B. The dates for submission of term papers and final examination must be adhered to. No late submissions will be accepted.

COURSE CALENDAR: Education 240

September 11	Introduction and Orientation: Comments on the Identification and Analysis of Social Issues	
September 13	Education and Schooling	Lecture
September 18	School and Society	Lecture - Guest
September 20	School and Society	Lecture - Guest
September 25	Indoctrination	Lecture
September 27	Compulsory Education 1 - Film "High School" and lecture	Film/Lecture
October 2	Compulsory Education 2 - Film "High School" and lecture	Film/Lecture
October 4	Socialization as the aim of education	Lecture
October 9	----- T H A N K S G I V I N G -----	
October 11	Alternatives - Film "Summerhill"	Film/Lecture
October 16	Alternatives in Vancouver	Lecture - Guest
October 18	Childrens' Rights	Lecture - Guest
October 23	Teachers' Rights - on Professionalism	Lecture - Guest
October 25	Parents' Rights	Lecture - Guest
October 30	Multiculturalism, and the rights of minority groups	Lecture - Guest
November 1	The Problems of Immigrants and Cultural Minorities. Film - "Hutterites"	Film/Lecture
November 6	Independent Schools - for and against	Debate - Guests
November 8	Status of Women	Lecture - Guest
November 13	Racism	Lecture - Guest
November 15	Film - "The Eye of the Storm". Lecture on Equality of Opportunity, Overt and Covert Policy	Film/Lecture
November 20	Knowledge - "Back to the Basics" Forum	Panel - Guests
November 22	Knowledge - Back to the Basics Re-Visited - What should be taught?	Lecture
November 27	Knowledge - The Objectivity of Science	Lecture - Guest
November 29	"Knowledge" - A Critique	Lecture
December 4	Education for Social Change?	Lecture