

COURSE SYLLABUS

Education 240: Social Issues in Education

Summer 1978

Instructor: Dr June Wyatt

May 8 - August 4

Lectures: Wednesday 10:30 - 12:30

Thursday 1:30 - 3:30

Objectives:

To examine contemporary social controversies about the way schools should operate--should they reflect and reinforce social relationships outside of the school or should they attempt to alter these; is the latter possible?

What rights do students, parents and teachers have in determining what goes on in schools, what rights should they have? In what ways do the expectations of these groups and of individuals within these groups conflict.

What rights do religious, linguistic and cultural minority groups have?

Required Reading: (do not purchase before class)

These texts will provide students with a common core of knowledge and common frames of reference. The book by Cusick should be read in its entirety. Only certain sections of the others will be required. The books should be read in approximately the following order:

In the Bookstore

Cusick, Phillip Inside High School
Martell, George Politics of the Canadian Public School
Wolfgang, Aaron The Education of Immigrant Students
Harvard Ed. Review Reprints (Graubard, Bereiter, Kozol)
Fantini, Mario Alternatives in Education

Some Supplementary Sources (in the Library)

(these are cited collections of readings)

Byrne, N. & Quarter, J. Must Schools Fail
Gross & Gross Childrens Rights
Gross, B. & Gross, R. Radical School Reform
Humphreys Focus on Canadian Studies
Morrison, T. & Burton A. Options: Reforms and Alternatives for Canadian Education
Troost, C.J. Radical School Reform: Critique and Alternatives

Expectations:

1. Tutorial Participation: 65% of grade
Each member of a tutorial will participate in all discussions and will serve as a leader in one.
Discussion groups will be small--approx. 5 people per group.
40% of grade for your role as leader.
25% of grade for your role as participant.

The following will serve as foci for discussion:

1. Martell, G.
2. Wolfgang, A. Cultural Differences
3. Fantini, M.)
Harvard Ed. Review Reprints) Alternatives
4. Student Selected Topic

Format

- A. As a discussion leader you are responsible for:
1. Seeking out different points of view expressed in the readings.
 2. Formulating discussion questions based on readings and making sure that members of the group have these one week before the discussion.
 3. Assigning readings to discussion group members one week ahead of the discussion.
 4. Directing the discussion.
 5. Writing up a report on the discussion to be handed in no later than 10 days after the discussion.

Criteria for Evaluating Report

1. Clarity of writing, organization, presentation.
2. Clarity in focussing on and highlighting issues.
3. Comprehensiveness of materials used. The books ordered for the book store should get you started. Your initiative and creativity in making use of other sources will be taken into account in evaluating your report.

(The report is not a series of "book reports" or summaries but an analysis of the ways in which readings and discussions highlighted issues.)

The report should be no longer than 8 pages and should include:

1. The questions you used to guide discussion with an explanation of why you formulated these questions. How are the questions related to what you read?
 2. A statement of the issues. You should report not only on what happened in the discussion group but your own analysis of the issues.
 3. A statement of different points of view as expressed in readings.
- B. As discussion participant you are responsible for:
1. Doing readings assigned by leader.
 2. Handing in a 2 page account of each discussion (8 points per account) in which you describe the main issues, what you read and how it related to the discussion. Due no later than 7 days after the discussion.

2. FINAL EXAM: 35% of grade.

Lecture Topics

- I. The School and Society: Role and Functions, What is it supposed to do? History, How did it come about?
 - a) Goals and Purposes
 - b) Socialization, Stratification, Mobility
 - c) Conflicts in Public Expectations
 - d) Schools: Agents of Change or Upholders of the Status Quo.

- II. The School as a Social Institution--How does it operate, Does it achieve the objectives set for it? Define Institution--ordered relationships between people in order to get something done.
 - a) The Role of the Teacher-Teacher Expectations
 - b) The Role of the Student-Student Expectations
 - c) The Hidden Curriculum

- III. ISSUE: Rights in School
 - a) Nature of Rights-Community and Societal Interests, Compulsory Education
 - b) Student Rights. Childrens Rights
 - c) Parent Rights. Moral Education
 - d) Teacher Rights

- IV. ISSUE: The Struggle for Control/Community and Education
 - a) Centralization vs. Local Control
 - b) Neighborhood/Community Schools
 - c) Religious, Linguistic, Cultural Minorities

- V. ISSUE: Pluralism and Education
 - a) Academically deficient or culturally different?
 - b) Compensatory Education
 - c) Multiculturalism: Melting pot or mosaic?

- VI. ISSUE: Equality of Educational Opportunity
 - a) Finances
 - b) Curriculum
 - c) Teacher Preparation

COURSE CALENDAR

LECTURES

TUTORIALS

May	10	Introduction, Expectations, Scope of the Course	1.	No Meeting
	11	School & Society (Functions) conflicting public expectations		
	17	School as a Social Institution <u>FILM: HIGH SCHOOL</u>	2.	Expectations, Group Organization
	18	<u>FILM: HIGH SCHOOL</u> (continued)		
	24	<u>FILM: SUMMERHILL</u>	3.	
	25	School as Institution--roles/Hidden Curriculum		
	31	Teacher Expectations. The Self Fulfilling Prophecy	4.	Discussion: Cusick, <u>Inside High School</u> (lead by T.A.)
June	1	Alternatives in structure and roles, in content		
	7	Alternatives in Vancouver	5.	
	8	<u>FILM: FUTURE SHOCK</u>		
	14	<u>FILM: HUTTERITES</u>	6.	Discussion: Martell (any section) student led.
	15	Compulsory Education - Rights		
	21	De-Schooling Society	7.	
	22	Parent Rights - Moral Education		
	28	Community Education - Community Schools	8.	Discussion: Student led
	29	Independent Schools		
July	5	Indian Control of Indian Education	9.	
	6	<u>FILM: BELLA BELLA</u>		
	12	Pluralism and Education	10.	Discussion: Cultural Differences (Wolfgang, Martell) Student led.
	13	<u>FILM: BETWEEN TWO WORLDS</u>		
	19	<u>FILM: EYE OF THE STORM</u>	11.	
	20	Immigration and Education		
	26	Language, Culture and Education	12.	Discussion: Alternatives Fantini, HER reprints student led.
	27	Equality of Educational Opportunity		
Aug.	2	Conclusions	13.	Role Play: Creating Educational Alternatives
	3	<u>FINAL EXAM</u>		