

Fall Semester 2000

EDUC 240 - 3
Social Issues in Education

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Wednesday 12:30-14:20 in AQ 3149
 plus tutorial

D01.00

PREREQUISITE

None.

COURSE DESCRIPTION

Cautious as one should be of any 'product' that advertises "Best of . . ." or "Greatest hits of . . ." or even "The central Social issues in Education", this course has the potential to expose (*empower*) students -- both in 'cool' and conventional ways -- to a wide range of sociocultural issues that surround local/global education today. A 'potential' that can only be realized with the participation of instructors and students alike. In this course 'education' is reviewed in its broadest sense as *praxis* both in and 'out' of traditional institutional walls. The goal of EDUC 240 is to encourage fruitful dialogues and 'critical thinking' (yet another catchphrase to demystify!); it is not to provide a reassuring list of solutions/outcomes. What do you need to participate? To be 'on', that is to say, to be receptive and proactive to various perspectives and thoughts on educational issues. Imagine the connections between teaching children/adults, critical theory, postmodernism, gender, AIDS, technology, literacy, the Columbine High School incident, teen pregnancy, E.S.L., racism, bullying in the school yard, etc. You are one step forward already.

COURSEWORK AND EVALUATION

- Written responses to lecture/reading material. 30%
- Mid-term exam 30%
- Final Exam 30%
- Participation in class activities, discussions, presentations, etc. 10%

Written responses to lecture ideas and course material should be one page long (250 to 350 words) typed, double spaced (10 written responses x 3% each). They are to be handed to TAs in each meeting. They will be evaluated according to university criteria. Exposition of creative ideas/associations between ideas is encouraged.

Mid-term take home exam (one week to prepare, no extensions): (30%) A selection of topics will be given. Students will develop one page essay answers.

REQUIRED READING

EDUC 240 Custom Course reader.