

COURSE SYLLABUS

Education 240: Social Issues in Education

Faculty of Education  
Simon Fraser University  
Fall 1975

Instructor: June Wyatt  
Room 220, Building #2  
Education Complex

Lectures: Monday and Wednesday - September 8th to December 3rd  
9:30 - 10:20  
AQ 9001

Objective: 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:

Cusick, Philip, Inside High School

Martel, George, The Politics of the Canadian Public School

Eisenberg and MacQueen, Don't Teach That

Leven and Sylvester, Rights of Youth

Kleinfeld, J., Effective Teachers of Indian and Eskimo High School Students

These 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.

Recommended Reading: The following, available in the bookstore, extend and elaborate on information in the required texts. They will be useful in planning papers/projects and discussion groups.

Burton, A., The Horn and the Beanstalk (educational alternatives, technocracy in Canada)

Cazden, C., Functions of Language in the Classroom (cross-cultural education)

Collier, J., Alaskan Eskimo Education (cross-cultural education)

Gross and Gross, Radical School Reform (alternatives)

Herndon, J., The Way Its Spozed to Be (alternatives, roles)

Hostetler, J., Children in Amish Society (community education, cross-cultural education)

Kozol, J., Free Schools (alternatives, community education)

Troost, C., Radical School Reform: Options and Alternatives

Bowers, Housego, Dyke, Education and Social Policy: Local Control of Education (community education, rights)

### Lecture Topics

- I. The School and Society: Role and Functions
  - a) Goals and Purposes
  - b) Socialization, Stratification and Mobility
  - c) Conflicts in Public Expectations
  - d) Schools: Agents of Change or Upholders of the Status Quo
- II. The School as a Social Institution
  - a) The Role of the Teacher - Teacher Expectations
  - b) The Role of the Student - Student Expectations
  - c) The Role of the Principal
  - d) The Hidden Curriculum
  - e) Issue: Sex Role Stereotyping
- III. Issue: Rights in School
  - a) Nature of Rights - Community and Societal Interests, Compulsory Education
  - b) Student Rights
  - c) Parent Rights
  - d) Teacher Rights
- IV. Issue: Equality of Educational Opportunity
  - a) Conceptual Dimensions
  - b) The American Experience
  - c) The Canadian Scene
- V. Issue: The Struggle for Control
  - a) Centralization vs. Local Control
  - b) Decentralization of B.C. Curriculum
  - c) Neighborhood/Community Schools
  - d) Religious, Linguistic, Cultural Minorities
- VI. Issue: Pluralism and Education
  - a) Academically deficient or culturally different
  - b) Compensatory Education
  - c) Multiculturalism: Melting pot or mosaic?

COURSE CALENDAR

LECTURES

- Sept. 8. Intro. Expectations, Scope of the course
10. School and Society (functions) conflicting public expectations
15. School as social institution Film - High School
17. Film - High School (continued)
22. Film - Summerhill
24. School as institution - roles
29. *Hidden Curriculum - alternatives*  
*Larry Harker*
- Oct. 1. *Lecture* Film - What teacher expects
6. ISSUE: Sex role Stereotyping (Guest)
8. COMPULSORY EDUCATION: Rights
13. Holiday
15. Film - Future Shock
20. De-Schooling Society
22. ISSUE: Teacher Rights (Guest?)
27. ISSUE: Parent Rights
29. ISSUE: Equality of Opportunity
- Nov. 3. Community Schools (Guest)
5. ISSUE: Pluralism and Education
10. How to read a foreigner-videotape
12. Film - Hutterites

TUTORIALS

I No Meeting

II Expectations, Group Organization

III

IV Discussion: Cusick, Inside High School (lead by tutorial leader)

V Teacher Expectations

VI Discussion: Student Rights (Student Prepared)

VII Discussion: Parent/Teacher Rights (Student Prepared)

VIII

IX Discussion: Community Control (Student Prepared)

X Cross Cultural Simulation

LECTURES

- Nov. 17. Indian control of Indian Education  
19. Green paper, immigration, effects on education (guest?)  
24. Language, culture and education  
26. Film: Italians in transition
- Dec. 1. Compensatory education  
3. Course evaluation

TUTORIALS

- XI Discussion: Cultural Differences in Education (Stud. Pre.)
- 
- XII Discussion: Alternatives (Student Prepared)
- 
- XIII Role Play - Creating Educational Alternatives

## EXPECTATIONS

### I. Tutorial Participation: 60% of grade.

Each member of a tutorial will participate in all discussions and will serve as a leader in one.

Discussion groups will be kept small - approx. 5 people per group. (15% for your role as participant and 45% for your role as discussion leader) (See Below).

The following issues will serve as foci for discussion:

1. Compulsory Education
2. Teacher Rights and/or Parent Rights
3. Community Control
4. Cultural and Linguistic Differences
4. Alternatives

Packages of readings which can be used to get started will be on reserve in the library. Additional materials should be sought from:

1. recommended reading
2. Bibliography for EDUC. 240 (on Reserve)
3. Reserve list for 240
4. Others

### 2. Format

#### A. As discussion leader you are responsible for:

1. Formulating discussion questions based on readings and making sure that members of your group have these one week before the discussion.
2. Using the prepared packet of readings and others as a core information source on your topic. You will assign readings to discussion group members one week ahead of the discussion.
3. Directing the discussion
4. Writing up a report of the discussion

### Criteria for Evaluating the Report

1. Clarity of writing, organization, presentation
2. Comprehensiveness of literature survey (not only how much but how well chosen).
3. Clarity in focussing on and highlighting issues. (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 include:

1. The questions you used to guide discussions with an explanation of why you formulated these questions (what were you trying to bring the group's attention to).

2. An annotated bibliography. A brief summary paragraph for each item used in discussion group. What was the main point of the article, book or chapter? Why did you choose it? Other items you perused but didn't use can be listed for future references. No commentary is necessary. Items used which did not contribute much to discussion should be pointed out. Why weren't they useful?
3. An assessment of the impact of the questions. Did they do what you wanted them to do? Did they do anything? Did they do something other than what you expected but valid and valuable nonetheless?
4. A statement of the issues. You should report not only on what happened in the discussion group but your own analysis of the issues.
5. The impact of the group discussion (dealt with in part in #3). Specify personal experiences, perspectives, insights of group members which enhanced understanding and clarified issues. Did the group process also fog issues? Any irreconcilable disagreements, irrelevant meanderings?

B. As discussion participant you are responsible for:

1. Doing readings assigned by leader
2. Handing in a one-page written account of each discussion (3 points per account) in which you describe the main issues dealt with and the input you had in the discussion.

## II. Term Project: 40% of grade

Choose one of the following. Any choice must be discussed thoroughly with tutorial leader. If none of the following suits your interests you may devise an alternative - this alternative must be discussed thoroughly with the tutorial leader.

### A. Review of journal articles and presentation in writing

A thorough review and summary of at least 8 articles that show good report writing (clear exposition, correct grammar, punctuation and spelling). These articles should be drawn from professional, educational, anthropological or sociological journals and should treat a common theme or issue. Each review should:

1. thoroughly examine the basic issues and assumptions in the article
2. discuss their validity as good models of report writing and research
3. examine the conclusions made and their implications for education and society
4. indicate your own personal response to the chosen articles

A one or two page summary of all the articles read and an overview of the major dimensions of the issue they treat, should follow the series of reviews.

### B. An in-depth examination of a researchers book (such as McPherson's Small Town Teacher) and 2 or 3 related journal articles (see c)

The paper should:

- a) Show you have become totally familiar with and analytic of all aspects of the book
- b) Examine carefully and discuss critically the basic issues and assumptions the author makes
- c) examine and discuss related writings on these assumptions and their findings (similar or dissimilar)

d) discuss the implications of the ideas put forth in the book and show a thorough understanding of the range and complexity of issues impinging on the school as discussed in that book.

C. Research proposals: The student may have an idea for an experiment or similar research approach. The student may write up the idea in the form of an experiment, program proposal or similar research design. S/he may wish to present the idea to the class to get feedback. The project should include the following:

1. The mere idea of "I wonder what would happen if we did this?"
2. The idea plus a survey of what has been done on the 'problem' by other researchers.
3. The idea with a survey of literature plus the experimental or proposal design to be used in testing the hypotheses. (See Maurice Gibbons "Walkabout" for an example).

D. Alternatives--Suggestions

There are a number of alternatives to the projects 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 in audio-visual cassette depicting the clash between the cominant 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, or anything else you think of, the details should be carefully worked out with the instructor/tutorial leader, and criteria for evaluation developed before the project proceeds.

## DISCUSSION TOPICS- DESCRIPTION

### STUDENT RIGHTS

To what extent should students determine curriculum, the conditions under which they learn, and the regulations which govern their lives in schools?

### PARENT RIGHTS / MORAL EDUCATION

Who shall determine whether the schools have a role in moral education? What role shall it be. Are evolution and family life education value free subjects that can be taught objectively? Who shall decide: teachers, parents, students?

### CULTURAL DIFFERENCES

What are the rights of ethnic minority groups with respect to schooling. Should instruction be given in languages other than English? Are children from non Anglo-Saxon backgrounds culturally deficient or different? What are the implications for curriculum, parent involvement etc?

### COMMUNITY CONTROL

Do elected trustees always represent community interests? Why are many community groups demanding more decision making power in all aspects of the operation of the schools?

### ALTERNATIVES

What alternatives to the public school system have been tried? What are the salient criticisms of contemporary public schools? What are the counter-criticisms?



## DISCUSSION TOPICS- READINGS

Here is the list of the articles that have been duplicated, for each of the five topics.

Some articles listed are from the required texts, these have not been duplicated. There are five stacks of articles. One for each of the five topics.

With each stack of articles there is a bibliography of further readings on that topic.

Also with each stack of articles there is a folder which contains single articles, all related to that topic. These include the originals of the duplicated articles, plus many more which could or should also be used.

The folder marked "other" contains other miscellaneous stuff.

### STUDENT RIGHTS

Friedenberg.	Autonomy and Learning
Sipple.	Another Look at Student Freedom
Weisleder.	The High School Experience and the Challenge of Democracy
Skinner.	The Free and Happy Student
Robinson.	Is this the right approach to Student Rights?
Legal Status of Pupils in B.C.	
Levin and Sylvester.	Rights of Youth

### PARENT RIGHTS/ MORAL EDUCATION

Raths, Harmin and Simon.	The Difficulty of Developing Values
Purpel and Ryan.	Moral Education - Where Sages fear to Tread
Vancouver Sun.	clippings on Sex Education
Nelson and Carlson.	Neglected Dimensions of Sex Education
Robinson and Young.	School Storm Centers
Newsweek.	Man a Course of Study
Layton.	Scientists versus Fundamentalists
Eisenburg.	Don't Teach That

CULTURAL DIFFERENCES

Bereiter and Engelman.

Teaching the Disadvantaged Child in the pre-school

Phillips.

Participant Structures and Communicative Competence.

Taba.

The Family of Man

Rist.

Student Social Class and Teacher Expectations

King.

Ethnicity and School Adjustment

Milner.

Prejudice and the Immigrant Child

Ley.

Enriching the Culturally Disadvantaged Child

Williams.

Language and Poverty

Lind.

New Canadianism; Melting the Ethnics

COMMUNITY CONTROL

Levin.

Reform and School Trustees

Lind.

The Case for Community Control

Stevens.

Community Schools

National Indian Brotherhood

Indian Control of Indian Education

Erickson.

What Rough Rock Demonstrates

North-East Sector Project

Vancouver

ALTERNATIVES

Butts.

Assault on a Great Idea

Broudy.

Educational Alternatives, why not?

Kohl.

A Harlem Class writes

Kozol.

Free Schools; A Time for Candor

Kozol.

Definition of Survival

Illich.

The Deschooling of Society

Stanley.

Illich De-frocked

Wills.

Torontos Alternative Schools

Long.

The New School - Vancouver

BOOKS ON RESERVE

- BEREITER, C. Must We Educate. (Children's rights, Compulsory Education)
- BOWERS, H. Education and Social Policy, Local Control of Education.
- BREMNER, J. Schools Without Walls. (Alternatives)
- BROUDY, H. The Real World of the Public Schools. (Alternatives-critique)
- BURTON, A. The Horn and the Beanstalk. (Canadian technocracy, alternatives)
- CARDINAL, H. The Unjust Society. (Native rights in Canada)
- CARNOY, M. Schooling in a Corporate Society. (edited collection)
- CAZDEN, C. Functions of Language in the Classroom. (Cultural Differences)
- DAVIS, A. Social Class Influences Upon Learning.
- ERICKSON, D. Public Controls of Non-Public Schools. (Community Control)
- FREIRE, P. Pedagogy of the Oppressed. (community control, cultural differences)
- GLASSER, W. Schools Without Failure. (alternatives)
- GOOD & BROPHY. Looking in Classrooms. (Teacher expectations)
- GOODMAN, P. Compulsory Mis-Education. (critique)
- GROSS & GROSS. Radical School Reform. (edited collection, critique)
- HERNDON, J. The Way Its Spozed to be. (critique of the schools)
- HOLT, J. How Children Learn.
- HOSTETLER, J. Children in Amish Society. (Community control, cultural differences)
- HURWITZ, E. Challenges to Education. (edited collection- all topics)
- ILLICH, I. Deschooling Society. (alternatives)
- JACKSON, P. Life in Classrooms. (roles, hidden curriculum)
- KLEINFELD, J. Effective Teachers of Indian and Eskimo High School Students.
- KOZOL, J. Free Schools. (community control, alternatives)
- McPHERSON, G. Small Town Teacher. (roles)
- NEILL, A. Summerhill. (roles, alternatives)
- ROGERS, C. Freedom to Learn. (alternatives)
- ROSENTHAL, R. Pygmalion in the Classroom. (teacher expectations)
- RYAN, T. Poverty and the Child. (social differences)
- TROOST, C. Radical School Reform: Critique and Alternatives.
- WILLIAMS, F. Language and Poverty. (cultural and social differences)
- CUSICK, P. Inside High School