

COURSE SYLLABUS

Education 240: Social Issues In Education

Fall 1977

Instructor: Dr. June Wyatt

Tutorial Leaders: Susana Cogan
Sharon Cook

Lectures: Monday and Wednesday
11:30 - 12:20
A.Q. 9201

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:

Cusick, Phillip-Inside High School.

Martell, George-Politics of the Canadian Public School.

Burton, Anthony-The Horn and the Beanstalk.

Wolfgang, Aaron-The Education of Immigrant Students.

Gross & Gross -Radical School Reform

Harvard Ed. Review Reprints (Graubard, Bereiter, Kozol)

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.

45% 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
2. Wolfgang, A. - Cultural differences.
3. Gross & Gross)
Harvard Ed. Review Reprints) Alternatives

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.

Criteria for Evaluating Report

1. Clarity of writing, organization, presentation.
2. 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 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 (5 points per account) in which you describe the main issues, what you read and how it related to the discussion.

II. FINAL EXAM: 30% 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 what it has set out to do ? 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
 - d) ISSUE: Sex role stereotyping. The context in which issues are examined.
- 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: The Struggle for Control
 - 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

Sept. 7 Intro., Expectations, Scope of the Course I No meeting.

12 School & Society (Functions) conflicting public expectations.

14 School as a Social Institution
FILM: HIGH SCHOOL

II Expectations, Group Organization.

19 FILM: HIGH SCHOOL (continued)

21 FILM: SUMMERHILL

III

26 School as Institution - roles
28 Hidden Curriculum - Alternatives

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

Oct. 3 FILM: WHAT TEACHER EXPECTS

V

5 ISSUE: SEX ROLE STEREOTYPING

10 HOLIDAY

12 FILM: FUTURE SHOCK

VI Discussion: Martell (any section) student led.

17 FILM: HUTTERTIPES

19 Compulsory Education - Rights

VII

LECTURES

Oct. 24 De Schooling Society

26 Parent Rights

31 Community Education - Community Schools

Nov. 2 Indian Control of Indian Education

7 FILM: BELLA BELLA
9 Pluralism & Education

14 FILM: EYE OF THE STORM
16 Immigration & Education

21 Language, Culture & Education
23 Equality of Educational Opportunity

28 Conclusions
30 Final Exam

TUTORIALS

VIII Discussion: Student led.

IX

X Discussion: Cultural
Differences (Wolfgang, Martelli)
Student led.

XI

XII Discussion: Alternatives
(Gross & Gross, HER reprints
Student led.)

XIII Role Play: Creating
Educational Alternatives
