

SIMON FRASER UNIVERSITY
EDUC 240 – 3
SOCIAL ISSUES IN EDUCATION
D02.00

Instructor: Dr. Zahra Montazer
Dawson Creek Campus
Fall 2008

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PREREQUISITE: None

COURSE DESCRIPTION:

This course introduces students to a number of sociocultural issues affecting the procedures, and conditions of our education. Studying perspectives and thoughts on education issues and application of fruitful dialogues and critical thinking will stimulate students' reflection on the subject matter. In addition to reviewing the impact of social issues on education generally, we will focus particularly on selected themes including: issues arising from gender; issues arising from socio-economic and ethnic, and cultural differences; as well as issues deriving from the position of First Nations peoples within Canadian society. Depending on our social, cultural, economical, as well as legal and political position at the time of delivery and how much such themes may impact our education system, we may offer a variety of topics.

COURSE OBJECTIVES:

This course intends to improve students' ability to read critically, to evaluate and analyze the available perspectives in the field and to relate them to educational system within which they will work, and to contribute effectively to the shaping of the profession of which they will be a member.

COURSE EVALUATION:

Written responses to reading material	30%
Oral Presentations (portfolio)	30%
Final exam/dissertation	30%
Participation in class activities and discussions	10%

Written Commentaries (journals): (4 written responses, in-class or take home, 7.5% each).

Commentaries are short critical evaluation of each reading. This includes the lectured materials. Note that a commentary is not a summary of the reading material. Summaries discuss content, while commentaries evaluate the article's strengths and weakness and validity through explanation, interpretation, and making relevance to one's personal experiences. Commentaries can be made on the basis of highlights of readings and the valuable lessons that one can apply in their day-to-day act of teaching. Commentaries are clear and critical exposition of logical arguments and systematic association of ideas from reading materials and personal experience

Assignments must be 3-4 pages long, typed double space, 12 font. They will be evaluated according to university criteria.. Students will be notified in advance whether written responses would have to be completed in class or taken home.

Oral Presentation: Oral presentations should be accompanied with supplementary resources and materials (preferably, in a portfolio) to distribute in class. If you are going to incorporate an activity, you should briefly describe the activity and demonstrate the learning outcomes in writing. Possible topics for the oral presentation will be explored during the class.

Final exam OR dissertation: Students will be notified of the final exam requirements in class. A final dissertation will be assigned in the absence of a final exam. Final dissertation must be 8-10 pages long, typed doubled spaced, 12 font. It will be evaluated according to university standards.

Note: failing to submit papers/assignments at the designated time will result in an automatic loss of 1 marks (of the value of the work) per day, unless prior arrangements based on exceptional circumstances have been made. Presentations cannot, unfortunately, be rescheduled.

REQUIRED READING:

EDUC 240 Custom courseware and online resources available at:

<http://nlc.bc.ca/library/OnlineReadingRoom/CourseEDUC240.htm>

Note: Copies of the required readings are available on reserve in the library.

GRADING CRITERIA

Participation:

- 1) shows active evidence of having done all the reading required
- 2) demonstrates evidence of "active listening" by responding to others' contribution in a constructive fashion
- 3) contributes meaningfully to class discussions and group activities.

Written Assignments:

- 1) is easy to read (well organized,; concise; proofread for errors of grammar, spelling and diction)
- 2) makes connections to pertinent course readings, concepts, and class discussions
- 3) moves beyond summarizing
- 4) provides examples and/or explanations
- 5) shapes facts, personal insights, or preferably both into a structured argument
- 6) demonstrates the ability to reflect critically on assumptions, theories, and ideology
- 7) uses inclusive language
- 8) discusses implications for teaching practice
- 9) provides adequate references.

Presentations:

- 1) selects a theme or topic approved by the instructor – see the following note.
- 2) selects material appropriate for intended audience
- 3) organizes the content well
- 4) Prepares an outline of presentation – The outline along with other supplementary handouts will be distributed in class before or at the time of presentation
- 5) uses effective communication skills – speaks from very brief notes or headings, speaks clearly and engagingly
- 6) uses audio-visual materials sparingly
- 7) encourages questions and leads the discussion
- 8) demonstrates creativity and originality

Your papers should be written **in essay format**. It is expected that the students have already learned the basic elements of academic writing. If you have any difficulty please meet the instructor in person.

Note: You are recommended to select a topic that fits the topics mentioned in the course content. You may also want to pick a topic that may not directly fit the materials we cover during the course but links to the content in specific ways. Examples of such topics are:

Multiple intelligences and IQ tests and their implications in practice
Social aspects of special Needs Students
Social aspects of student assessments
Social aspects of Literacy
Technology and Education
The place of arts and music in education
Sex education and religion
Bullying and its relation with a social issue

Note that your analysis of the above topics should rotate around social issues. Avoid making psychological analysis without finding their link with social issues.

COURSE CONTENT AND SCHEDULE:

Note: This is a tentative schedule. It is subject to change when necessary.

Week 1 Introduction to the course - The relationship between the child and the outside world

- 1) Dewey, John. (1902). "The Child and the Curriculum". In John J. McDermott (Ed.), *The Philosophy of John Dewey* (pp. 467-483). New York. G.P. Putnam's Sons. 1973 [**Lecture**]

Suggested Readings:

Osborne, Ken (1999). Chapter 3: "What is Curriculum?" In *Education: A Guide to the Canadian School Debate*. (pp. 31-45). CA: Penguin, 1999
Osborne, Ken (1999) Chapter 4: "What should Students Learn?" In *Education: A Guide to the Canadian School Debate*. (pp. 46-62). CA: Penguin.

Week 2 Moral Education

- 1) Durkheim, Emile (2004) "Moral Education". In. *Schools and Society: A Sociological Approach to Education*. (pp.27-31). Canada. Thomson Wadsworth. [Lecture]
- 2) Bergman, Roger (2004). "Caring for the Ethical Ideal". In "*Journal of Moral Education*", 33.2: (pp.149-162). Available online:

<http://nlc.bc.ca/library/OnlineReadingRoom/CourseEDUC240.htm>

Suggested Readings:

Davis, Michael (2003). "What's Wrong with Character Education?" In "*American Journal of Education*", 110.1: (pp.32-57). Available online:
<http://nlc.bc.ca/library/OnlineReadingRoom/CourseEDUC240.htm>

2) Revell, Lynn (2002) "Children's Responses to Character Education". In "*Educational Studies*". 28.4: (pp.421-431) Available online:
<http://nlc.bc.ca/library/OnlineReadingRoom/CourseEDUC240.htm>

****Present the subject of your presentation****

Week 3

Exchange of Knowledge across Cultures

1) Barnhardt, Ray (1998). "Teaching/Learning Across Cultures: Strategies for Success." Fairbanks, AK: Alaska Native Knowledge Network, University of Alaska Fairbanks. Available at:

<http://www.ankn.uaf.edu/Curriculum/Articles/RayBarnhardt/TLAC.html>

OR

Barnhardt, Ray (2005). "Creating a Place for Indigenous Knowledge in Education: The Alaska Native Knowledge Network". To be published in *Local Diversity: Place-Based Education in the Global Age*, Greg Smith and David Gruenewald, eds., Hillsdale, NJ: Lawrence Erlbaum Associates.

http://ankn.uaf.edu/Curriculum/Articles/RayBarnhardt/PBE_ANKN_Chapter.html

OR

Visit the following for other sources produced by Barnhardt.

<http://ankn.uaf.edu/Curriculum/articles.html>

2) Meyer, Manu Ajuli. (2001) "Acultural assumptions of empiricism: A native Hawaiian critique". In. *Canadian Journal of Native Education*, Edmonton: AB. Vol 25, Issue 2. (pp. 188-198)

Suggested Reading:

Biggs, John (1996). "Western misperceptions of the Confucian-heritage learning culture". In David A. Watkins & John B. Biggs (eds), *The Chinese Learner: Cultural, Psychological and contextual influences*. Melbourne, Australia: CERC and ACER.

Week 4

Exchange of Knowledge Across Cultures (Case studies)

1) Crabtree, Robbin D. and Sapp, David Alan (2004) "Your Culture, My Classroom, Whose Pedagogy? Negotiating Effective Teaching and Learning In Brazil". *Journal of Studies in International Education*. Vol 8 No. 1. Spring 2004, pp 105-132

2) Asselin, Gilles, and Mastron, Ruth (2001). *Au contraire! Figuring out the French*. Yarmouth, Maine: Intercultural Press. (Chapter 7: With the School)

One of the two followings:

3) Gardner, Howard (1989). *Learning: Chinese Style*. Psychology Today, December

4) Hu, W. & Grove, C. (1999). "Education and Training among the Chinese". In. *Encountering the Chinese: A guide for Americans*. Yarmouth, ME, Intercultural Press.

Written Response paper # 1 is due by the end of this week

Week 5

Canadian Natives Education

1) Auger, D.F. (1997). "Empowerment Through First Nation Control of Education: a Sakaw Cree Philosophy of Education", In. *First Nations in Canada: Perspectives on Opportunity, Empowerment, and Self-Determination*. Toronto, ON: McGraw-Hill Ryerson Limited.

2) Wolcott, Harry, F. (1997) "The Teacher as an Enemy". In. Spindler, George, D. (Ed.) *Education and Cultural Process: Anthropological Approaches*, 3rd Edition. (pp.77-92). Illinois: Waveland Inc. [Lecture]

Suggested Readings:

Couture, Joseph E (1998) "The Role of Native Elders: Emergent Issues" In David Long and Olive Patricia Dickason, "*Visions of the Heart: Canadian Aboriginal Issues*". 2nd Edition. (pp.31-48). Canada, Nelson.

Wotherpsoon, Terry (1991) Indian Control or Controlling Indians? In. *Hitting the Books: The Politics of Educational Retrenchment*, CA: Garamond Press.

Week 6

Poverty and Schooling

1) Collins, Randall (2004). "Conflict Theory of Educational Stratification". In. *Schools and Society: A Sociological Approach to Education*. (pp.41-48). Thomson Wadsworth: Canada [Lecture]

2) Bowles, Samuel and Gintis, Herbert (2004). "Schooling in Capitalist Societies". In: *Schools and Society: A Sociological Approach to Education*. (pp.52-55). Thomson Wadsworth: Canada [Lecture]

3) Levin, B. (1995). "Educational Responses to Poverty". In "*Canadian Journal of Education*". 20.2: (pp.211-224) Available online:
<http://nlc.bc.ca/library/OnlineReadingRoomcourselistEDUC240.htm>

Suggested Readings for Presentations:

Wotherspoon, Terry (1998). "Schooling and Work". In. *The Sociology of Education in Canada: Critical perspectives*. CA: Oxford University press.

Van Galen, Jane A. (2000). "Education & Class". *Multicultural Education*, US.: Caddo Gapp Press.

Karier, Clarence J. (1976) "Testing for Order and Control in the Corporate State". In. *Schooling and Capitalism: A Sociological Reader*. UK: Routledge & Kegan Paul.

Written Response paper # 2 is due by the end of this week

Week 7

Gender and Schooling

1) Noddings, Nel. (1996). "Education and the Transformation of consciousness" in: Social Justice in a Diverse Society. eds. Rita C. Manning and Rene Trujillo. Mayfield Publishing Company, Toronto. [Lecture]

2) Smith, D., Bourne, P., & McCoy, L. (1998). Girls and Schooling: Their own critique. In *Resources for Feminist Research*, 26.1-2 (pp. 55-68) Available Online: <http://nlc.bc.ca/library/OnlineReadingRoom/CourseEDUC240.htm> [Lecture]

3) Connel, R. W. (1996). Teaching the boys: New Research on masculinity, and the gender strategies for schools. In *Teachers College Record*, (pp. 206-235) Available Online: <http://nlc.bc.ca/library/OnlineReadingRoomcourselistEDUC240.htm> [Lecture]

Suggested Readings for Presentations: (On Reserve in the Library)

Briskin, Linda & Coulter, Rebacca, P. (1992). "Feminist Pedagogy". In. **Canadian Journal of Education**. 17 (3).

Houston, Barbara (1985). Gender Freedom and the Subtleties of Sexist Education. In. *Educational Theory*. 35(4), 359-369.

Noddings, Nel. (19XX). Gender and the Curriculum. In ??

Week 8

Education and Individual Differences

1) Reis, Beth. (1990). Why Should the Public Schools Teach About Sexual Orientation? In. *BC. Counselor* 12:1 (pp. 18-25) [Lecture]

2) Campey, John et al (1994) "Opening the Classroom Closet: dealing with sexual orientation at the Toronto Board of Education". In: Prentice, Susan (Ed.) "*Sex in Schools: Canadian Education and Sexual Regulation*". (pp.82-100) CA: Our Schools/Our Selves Foundation.

Suggested Readings: (On Reserve in the Library)

Luhmann, Susanne (1998). Queering/Querying Pedagogy? Or, Pedagogy is a Pretty Queer Thing. In. Pinar, William F. *Queer Theory in Education*. US: Lawrence Erlbaum Associates, pp. 141-155.

Open topics for presentation

Week 9

Ethnic and Racial Minority Issues

1) Hostetler, John A. "Education in Communitarian societies" – the Old Order Amish and the Hutterian Brethren" In: Spindler, George, D. (Ed.) *Education and Cultural Process: Anthropological Approaches*, 3rd Edition. (pp. 158-178) Illinois: Waveland Inc. [Lecture]

2) Maclear, Kyo. (1994). "The Myth of the "Model Minority": Rethinking the Education of Asian Canadians. In. *Our Schools/Our Selves*, 5:3, July (pp. 54-76). [Lecture]

Written Response #3 : Group activity and presentation

Week 10 **Multicultural and Anti-Racist Education**

- 1) Ogbu, John U. (2004) Understanding Cultural Diversity and Learning. In. *“Schools and Society: A Sociological Approach to Education.”* (pp.347-358) Canada:Thomson Wadsworth
- 2). Shade, Barbara, J. and New, Clara, A. (1993). Cultural influence on learning: Teaching Implications. In. *Multicultural Education: Issues and Perspectives.* Toronto, ON: Allyn and Bacon.

Suggested Readings:

Ibrahim, Awd. (2000) “‘Whassup Homeboy?’: Black/popular culture and the politics of ‘curriculum studies’: Devising an anti-racist perspective”. Sefa Dei, and George and Agnes Calliste Power, eds. In. *“Power, Knowledge and Anti-racism Education: A Critical Reader”*. (pp.57-72) Halifax: Fernwood Publishing.

Week 11 **Multicultural and Anti-Racist Education**

- 1) Akintunde, Onowale (1999) “White Racism, White Supremacy, White Privilege, and the Social Construction of Race: Moving from modernist to postmodernist multiculturalism”. In: *“Multicultural Education”* 7.2, (pp.82-87) Available online: <http://nlc.bc.ca/library/OnlineReadingRoomcourselistEDUC240.htm>
- 2) Sullivan, Andrew: What’s so Bad About Hate? In *New York Times Magazine*, September 1999 (pp.50-57, 88, 104 and 112-113)

Suggested Readings: (On Reserve in the Library)

Hall, Stuart, ed. (1997) “The Spectacle of the ‘Other’.” In. *Representation: cultural representations and signifying practices”*. (pp.223, 225-279) Thousand Oaks, CA: Sage Publications

Week 12 **Education and Media**

- 1) Dalton, Mary M. (1999). The Hollywood Model: Who is the “Good” Teacher? in *The Hollywood Curriculum: Teachers and Teaching in the Movies.* (pp.19-33) US: Peter Lang
- 2) Ballantine, Jeanne H. & Spade, Joan Z. (2004) Romeo and Juliet Were Just Good Friends. In. *Schools and Society: A Sociological Approach to Education.* (pp.27-31). Canada. Thomson Wadsworth.

Video: the Micky Mouse Monopoly
Video: Just killing us Softly

Written Response # 4 is due by the end of this week.

Week 13 Teacher and Student Relationships

Freire, Paulo (1970) *Pedagogy of the Oppressed*, (pp.57-74) US: Continuum.
[Lecture]

Week 14 Final exam (the exact date will be decided as we proceed).