

Selected Questions and Issues in Education

Education 100W

Section: D300

Term: 2012 Fall

Instructor: Dr. Dilek Kayaalp
Email: di2000@interchange.ubc.ca

Harbour Centre Campus
Tuesday & Thursday 2:30-4:20 p.m. HC 1505

Please download a complete course syllabus here:
<<http://www.educ.sfu.ca/undergrad/course-information/fall-semester.html>>

Discussion Topics:

This course provides an introduction to issues in education and the politics of schooling. In this course we will explore the relationship between education, popular culture, and society through critical and social justice lenses. We will analyze the interplay between identity and schooling by the means of sociological theories and concepts (such as Halls concept of hybrid identities). Finally, we will examine the issues of race, ethnicity, class, language and religion with regard to education, analyzing how schools can both reproduce and challenge inequalities.

Grading:

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A. Class Attendance,

Participation, Free Writing: Worth %10

1. Come to all sessions, attendance will be taken;

2. Demonstrate that you have done the required readings;

3. Contribute to class discussions and group

activities in a respectful way, e.g., demonstrate active listening by responding to others contributions in a constructive fashion

* Your attendance & participation grade also

requires arriving on time, and staying the full length of the session.

B.

Synthesis-Response-Question or Synthesis-Concept-Discussion: 4 Entries-each worth %10

To enrich class

discussion and enhance learning, students will be responsible for four short pieces, either

Synthesis-Response-Question or Synthesis-Concept- Discussion. From the assigned readings for the two parts of the course (Society, Popular Culture and Education; and Inequality and Education),

students will select four readings and produce written responses.

If you choose

Synthesis-Response-Question, be sure to: 1) synthesize the reading in approximately one paragraph;

2) provide your response to the reading in

one-half page (e.g., add a new idea or example, discuss a point you agree or disagree with and why, take up an idea that relates to your experience;

3) pose

critical questions about the reading that will enhance our understanding of course themes.

If you choose the second option, i.e., Synthesis-Concept-Discussion,

be sure to: 1) synthesize the reading in approximately one paragraph;

2) choose

a concept or a dominant idea from the reading and explain the concept according to your understanding (e.g., add a new idea or example, discuss a point you agree or disagree with and why, take up an idea that relates to your cultural, educational experience).

Your pieces should fit

on one page of paper (font size 12; max 500 words). Please email your Synthesis to me at least one day in advance of the day that your reading is to be discussed in class. Normally, I expect you to help kick off a small-group or class discussion based on your Synthesis.

Due dates: Various

C. Class Seminar on

a Course Topic, Theme, or Idea: Worth %30

Using an EDUC 100

course topic, theme or idea for inspiration, in groups of five you will conduct a seminar. Decide the possible subject areas where it would fit. Think about how your identities (age, socioeconomic, racial/ethnic, religion) affect how you create this seminar. What knowledge are you expecting to produce in this seminar?Your seminar should

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include a hand-out which indicates

- 1) the aim of the study;
- 2) research questions;
- 3) your key sources (i.e., references to literature);
- 4) a synthesis of relevant course concepts, themes, course readings; and
- 5) your insights, suggestions, and conclusions. Bring copies of the hand-out for your classmates and for the instructor. A written group report on individual contributions will also be required.

In your preparation

of your seminar, be sure that:

- 1) the seminar content is relevant to its topic;
- 2) the seminar is well organized and uses time efficiently;
- 3) the seminar uses visual and/or other communication aids effectively;
- 4) The seminar engages audience attention and participation; and
- 5) The seminar makes connections between theory and personal experience. You will have 35 minutes as a group to present the seminar. Following your presentation, the instructor will provide the evaluation forms which will be used in class discussion about your presentation.

Due dates: Hand-outs+ Group Reports: November 29

D. Individual Journals: Worth %20

Each participant will create a journal, in which s/he will document reflections, the development of ideas, observations, connections between themes, and anything s/he deems appropriate in relation to the course. Participants are encouraged to draw on their social locations and identities (such as race, ethnicity, class, religion, language) in engaging with the course material. Participants are also encouraged include a range of materials in their journal, including pictures, newspaper/magazine articles, poetry, their own sketches, paintings etc.

Due dates: November 29

Grading

ASSIGNMENTS
VALUE

DUE DATE

Attendance, Participation, Free-Writing
10%

Ongoing

4 Synthesis - Response Questions/Synthesis
- Concept - Discussions,
40%

Various

Class Seminar Han-Out + Group
report on individual contributions
30%

November 29

Individual Journals
20%

November 29

WEEK- TO-WEEK CLASS SCHEDULE AND READINGS

Part I: Society, Popular Culture and Education
WEEK 1 Introduction to
key
concepts

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Sept

4 -6

Introduction to class, overview, expectations
Required Reading

Barakett, J. & Cleghorn, A. (2008). Theories of schooling and society.
In *Sociology of education: An*

introductory view from Canada (pp. 34-43).
Toronto: Pearson Prentice Hall.

*Video: Making sense of sociological theory

WEEK 2 The state and education

Sept 11-13

Required Readings

Giroux, H. & Greene, M. (1996). What
are schools for and what should we be doing in the name of education? In J. Kincheloe and S.
Steinberg (Eds.), *Thirteen questions: Reframing*
educations conversation. New York: Peter Lang Publishing.

Spring, J. (2006). *Education and the*
authoritarian state. Wheels in the head.
NY: Lawrence Erlbaum Associates.

WEEK 3 Teachers and education

Sept 18-20

Required Readings

Philpott, R., and Beynon, J. D. (2005). Pause to
reflect: Exploring teachers notions of social responsibility. *Alberta*
Journal of Educational Research, 52 (1), 34-49. *pdf

Hilty, E. & Gitlin, A. (1996).

Teacher education: What is good teaching, and how do we teach people to be good teachers? In
J. Kincheloe and S.

Steinberg (Eds.), *Thirteen questions:*

Reframing educations conversation (pp.101-112). New York: Peter Lang Publishing.

*Guest

Speaker: Library Orientation

WEEK 4 Youth, multiple identities and education

Sept 25-27

Required Readings

Hall, S. (2005) *Cultural identity and diaspora*. In K. Woodward (Ed.), *Identity and*
difference (pp. 51- 61).

London: Sage Publications.

Hall, S. (1989). *Ethnicity: Identity and*
difference. *Radical America*, 23,
9-13. *pdf

*Video: Personally speaking

*Video: Between: Living in the hyphen

WEEK 5 Stereotypes and education

Oct 2-4

Required Readings

Hall, S. (2000). *Heroes or villains?; and*
stereotyping as a signifying practice. In J. M. Iseke-Barnes&N.Wane (Eds.), *Equity in*
schools and society (pp.97-109).Toronto: Canadian Scholars Press.

Steele, C. (1997). *A threat in the air: How*

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stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6):613-629. *pdf

*Class

time to work on group presentations

WEEK 6 Popular culture and education

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9-11

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Required

Readings

Steinberg,

J. (2004). Desert minstrels: Hollywoods curriculum of Arabs and Muslims. In J. Kincheloe & J. Steinberg (Eds.), *The miseducation of the West: How schools and the media distort our understanding of Islamic world.*

Raimo, A., Devlin-Scherer, R. &

Zinicola, D. (2002). Learning about teachers through film. *Educational Forum*, 66(4), 314-323. *pdf

*Class time to work on group presentations

WEEK 7 Symbolic violence and
education

Oct 16-18

Required Readings

Herr, K. and Anderson, G. L.

(2003). Violent youth or violent schools? A critical incident analysis of symbolic violence. *International Journal of Leadership in Education*, 6 (4), 415-433. *pdf

Allison, C. &

Berry, K. (1996). Do students misbehave more than they used to be? In J. Kincheloe and S. Steinberg (Eds.), *Thirteen questions: Reframing educations conversation.* New York: Peter Lang Publishing.

Presentation # 1

Part

II: Inequality and Education

WEEK 8 Inequality and education

Oct 23-25

Required Readings

Wotherspoon, T.

(1998). Educational opportunity and social reproduction. *The Sociology of education in Canada* (pp. 155-193). Oxford: Oxford

University Press.

Cummins,

J. (1997). Minority status and schooling in Canada. In *Anthropology and Education Quarterly*, 28, 412-133. *pdf

Presentation # 2

WEEK 9 Race, racism and anti-racist education &

Required Texts:

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Kincheloe,
J. & Steinberg, S. (1996.), Thirteen
questions: Reframing education's conversation. New York: Peter Lang Publishing.

Kincheloe, J. & Steinberg, J. (2004). The miseducation of the West: How schools
and the media distort our Understanding of Islamic world. Westport:
Praeger

Iseke-Barnes, J. M. & Wane, N. (2000), Equity in schools and society. Toronto:
Canadian Scholars
Press.

* Additional readings will be required and available via the SFU Library databases.

Recommended Texts:

Materials/Supplies:

Prerequisite/Corequisite: None

Notes:

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I would like to acknowledge UBC and SFU instructors, Deirdre Kelly, Andre Mazawi and Ozlem Sensoy, as some of the assignments have been created, in part, with reference to their previous syllabi.

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:
http://www.educ.sfu.ca/ugradprogs/student_resources/index.html
Centre for Student with Disabilities

Students with hidden or visible disabilities who believe they may need classroom or exam accommodations are encouraged to register with the SFU Centre for Students with Disabilities (1250 Maggie Benston Centre) as soon as possible to ensure that they are eligible and that approved accommodations and services are implemented in a timely fashion.

This outline is derived from a course outline repository database that was maintained by SFU Student Services and the University's IT Services Department. The database was retired in 2014 and the data migrated to SFU Archives in 2015.