

EDST 314: Social Issues in Education

Course: Social Issues in Education

Section: 104

Semester: Winter 2 (January to March, 2010)

Meetings: Tuesdays & Thursdays 10:30am – 12:30pm

Location: Scarfe 204A

Instructor: Prof. Handel Wright, 338 Scarfe, handel.wright@ubc.ca, (604) 822-2705

Office Hours: By Appointment

A focus on Teaching for Social Justice reminds us that our children need not only a firm grounding in academics but also practice in how to use those academics to promote a democratic society in which all get to participate fully. (Jean Ann Hunt)

This is a great discovery, education is politics! When a teacher discovers that he or she is a politician, too, the teacher has to ask, What kind of politics am I doing in the classroom? That is, in favor of whom am I being a teacher? (Paulo Freire)

Class consciousness is knowing which side of the fence you're on. Class analysis is figuring out who is there with you. (Poster, Press Gang Publishers, Vancouver, BC)

Course Objectives

Schools and schooling are subject to competing claims. Educators need to understand the wider forces influencing educational practice, theory, and policy and to reflect (self)critically on claims originating from a wide variety of individuals and organizations including governments, teacher organizations, parent groups, student groups, school boards, cultural communities, and various social movements. EDST 314 aims to help students develop the conceptual background and the language to evaluate the on-going public dialogue about the purposes and ends of education and to communicate their views effectively as professional educators. In particular, this course focuses on issues of identity and sociocultural difference (e.g. race, social class, gender, sexual orientation, ability) not only in terms of how they are reflected in education and society but more importantly how they act as sources of representation, privilege and discrimination in schools as well as within and beyond Canadian society.

The objectives of this course are to stimulate prospective teachers' examination of their beliefs about education; to explore equality of educational opportunity; and to examine the implications of social justice philosophies and policies for teaching practice. Topics include the competing purposes of education, poverty, multiculturalism, anti-racism, gender, sexual orientation, First Nations' issues, critical pedagogy and globalization. A theme that runs throughout the course is the responsibility of the teacher to critically reflect on his or her personal assumptions about educational issues and the implications of those assumptions for ethical teaching practice. The course reflects the Faculty of Education's commitment to preparing teachers who are knowledgeable, skillful, flexible, and compassionate in their professional practice, and who will be guided by a sense of social and ethical responsibility and a concern for representation, equity and social justice in relation to their students and the wider society.

Required Reading

Selections from EDST 314 Course Reading Package (available in the UBC Bookstore)
Supplementary readings as assigned by the instructor (costs will be recovered through the administration of a course fee).

Evaluation: Assignments, Class Attendance & Participation

UBC Policy Concerning Cheating and Plagiarism

UBC takes academic integrity very seriously. Any act of cheating or plagiarism is considered a serious violation of the principle of academic integrity. Students are responsible for familiarizing themselves with the definitions of each and of the possible penalties. See University Calendar or website for UBC statement and policy on academic misconduct: www.students.ubc.ca/calendar . Also, see UBC statement and policy on scholarly integrity: www.policy.ubc.ca/policy85.htm Finally, UBC Library has information on what constitutes plagiarism (including self plagiarism) and how it can be avoided: www.library.ubc.ca/home/plagiarism/

- * Assignment 1 due Feb 11
- * Assignment 2 due (Gp. 1= March 2; Gp.2 = Mar. 4; Gp. 3 = Mar. 9, Gp. 4 = Mar. 11)
- * Assignment Three due March 18

Assignment One

Cultural Autobiography, Representation and Social Justice.

In a three to four page essay discuss your own identity (e.g. race, social class, gender, sexual orientation, ability, religion, family composition and relationships, neighbourhood, region, citizenship) and how these aspects of sociocultural identity have informed your views on whether and to what extent issues of identity, representation and social justice are important in society and in education. While it is not a requirement that you do so, you can draw on class readings and discussions to make your points.

Assignment Two

A Current Affair

Please discuss your current affair topic and approach with me and only proceed upon my approval. Please draw on class readings and discussions as well as additional sources as appropriate.

Education happens not only in the formal curriculum nor only in the classroom but all around us (in museums, on tv, in magazines and at raves). In a group identify a current issue of importance (it can be local, national or international) and explain how it might be addressed pedagogically. Addressing an issue pedagogically might mean how you would bring it up and have it addressed in the classroom; what lesson we can learn from the affair or incident and how pedagogy (teaching and learning) is operating in that instance. The group should draw on class discussions and readings, as well as further readings to point to issues of identity, representation, social difference and social justice. There are two parts to the assignment:

- (a) The presentation session will last for about half an hour, which should be divided into time for presentation and time for questions and answers and interaction with rest of the class. Thus the group should do a presentation on the issue lasting about 15 minutes and spend 15 minutes on a question and answer and other engagement with rest of the class (e.g. class activity or small group discussion of aspects of the topic).
- (b) the group should submit an outline (e.g. powerpoint used) of the presentation as well as a two page reflective report on the presentation. The outline should clearly indicate what the topic is, what aspects were covered and include some content. The reflective essay should cover why this topic was selected, what each member contributed, what the process of collaboration was like, what can be learned about identity and social justice issues from the current affair.

Assignment Three

Final Essay

Please discuss your final essay topic with me and only proceed upon my approval.

Select either option a OR option b.

- (a) write a 5 page paper (not including cover page and references) on the course and what you have learned and how you believe that will influence and/or guide your work as a teacher (in terms of how you consider students and their background, yourself and your identity as a teacher, the school as a microcosm of community, society and nation, issues of sociocultural difference and representation in and through education). Your paper should be double spaced, 12 font and you should employ APA style for references. Be sure to draw on class readings, lecture notes and discussions for references and quotes to make your case.
- (b) write a 5 page paper (not including cover page, references and if necessary a page lesson plan or outline for each activity) on two activities you would do with a class to illustrate the importance of identity, representation and social justice and discuss how and why you feel these activities would be successful. You should explain clearly all the material (if any), the objective of the activities, the steps of the activities, discuss what grade level/s it would be employed in, what role the teacher would play and why you believe the activities would be particularly apt and effective. The two activities can be about the same theme or two related themes (as long as it does address social justice education). Be sure to draw on the class readings, lecture notes and discussions as well as other material (books, journal articles) for references and quotes to discuss the two activities you choose to describe.

Evaluation

Pass/Fail: EDST 314 is evaluated on a pass/fail basis. One of these two terms will appear on your transcript. A pass in the course is dependent on strong academic performance and active participation in both in-class work and assignments. Your grade of pass or fail is dependent on strong will be determined by the extent and quality of your attendance, general participation in in-class discussions and activities and appropriate completion of assignments. Although Pass/Fail is the basic assigned grade for the course overall, I will indicate for individual assignments whether I think your work is

1. Excellent (this grade is assigned to papers that exceed expectations for the assignment- nuanced arguments, excellent use of literature from course and outside, particularly well written work)
2. Very Good
3. Good
4. Pass (this indicates a paper that adequately addresses the issue at hand)
5. Revise (if you miss a significant aspect of the assignment I will give you the opportunity to revise and resubmit and if the point or points of deficiency are adequately addressed, your grade will be changed to a Pass).
6. Fail (in the case of assignments, this grade will be assigned if your revised and resubmitted assignment does not adequately address the criticism of the original work. In the case of the course overall, this grade will be assigned if fail substantially one or more aspects of the course (e.g. you are late and/or absent on six or more occasions without valid excuse and explanations such as doctor's note indicating illness, or chronic failure to contribute to class and small group discussions or Fail grade on revised assignment/s).

Written assignments should be paginated, double spaced, in 12 font and should include a cover page with your name, student number, the title of the course and the title of your paper, a list of references (using APA), and should not have spelling and grammatical errors.

Attendance

It is important that you attend, are punctual and participate fully in class discussions. Learning about Social Issues in Education is about discussing and reflecting upon social and educational issues involved. Without your presence and your informed input in discussions both your own learning and the course are compromised. It is imperative, therefore, that you attend class, are on time, do the required readings, contribute from an informed perspective (based on readings and your reflections) to class discussions, demonstrations and activities. Your pass or fail grade for attendance and participation grade will be based on attendance and frequency and quality of participation.

Participation

You have an obligation to come to class prepared: this means having read the assigned readings and formulated your understanding, opinions and questions about the readings. In class it is expected everyone will contribute individually and in groups to class discussions and activities. We learn as much from one another and in class discussion and collective reflection as we do from individual reading and reflection. Active participation on a regular basis will earn you a pass. Failure to participate regularly both on an individual basis and in small and large group discussions and class activities will result in you being assigned a fail in the course.

Discussions

The course is designed to have students explore and discuss issues of sociocultural identity, representation and social justice in and through education. It involves considerable discussion of assigned readings, videos, etc. during which you are encouraged to express your views, consider other views (which may corroborate or defer

from yours), to keep an open mind and to take issues of equity and justice seriously. It is important that you voice your opinions in class and in assignments (this is easier for some people than for others) and also that you pay attention to and respect the views of others, whether they agree with or differ from your own. We can challenge each others' ideas but not persons nor the identities they represent and we should also be open to new ideas and points of view, keeping in mind always that our goal in the course remains to work together on making education better in general and especially in terms of identity, representation and social justice. The class should be a safe space for rigorous debate.

With the above in mind, the following six guidelines (developed by Dr. Dan Pratt, EDST) should help us in facilitating our discussions:

1. show respect for others' feelings and points of view
2. try to understand points of view different from one's own
3. demonstrate that one understands a point of view before challenging or critiquing
4. risk exposing one's uncertainty or tentative understanding
5. be supportive of others when they are trying out tentative understandings
6. listen and provide space for others to participate.

Absences, Tardiness and Late Assignments

If you are ill or have an emergency that will result in you being absent, late or need to hand in an assignment late, please contact me as soon as possible by e-mail (preferably) or by telephone. In the case of illness, please provide a doctor's excuse. Please note that repeated tardiness and/or absences will result in an interim report to the Teacher Education Office. Six absences or six incidents of tardiness (or combination of the two) without a doctor's note or explanation of emergency will result in the student being assigned a FAIL grade for the course.

Academic Accommodation

If you need to have accommodation made for a disability, you should inform me. The process involved includes securing and presenting to me a letter from the UBC Access and Diversity- Disability Resource Centre which indicates that academic accommodation is required. UBC has strong, clear policy on this issue:

"The University of British Columbia recognizes its moral and legal duty to provide academic accommodation...The University must remove barriers and provide opportunities to students with a disability...The University will provide accommodation to students with disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedom. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need for meet essential learning outcomes.

Class Meetings

Jan 19: INTRODUCTIONS (TO COURSE AND EACH OTHER)

- instructor and students identity, perspectives, expectations, topics, assignments.
- discussion of practicum experiences

Jan 21: OVERVIEW OF CANADIAN AND POLITICS OF URBAN EDUCATION

*Hargreaves, A. & Fullan, M. (1998). What's out there? *What's worth fighting for out there?* New York: Teachers College Press.

*Solomon, P., Allen, A., & Campbell, A. (2007). The politics of advocacy, strategies for change: Diversity and social justice pedagogy in urban schools. In Patrick Solomon, Dia Sekayi (Eds.). *Urban teacher education and teaching: Innovative practices for diversity and social change.* London: LEA.

- flower power

Jan 26: TEACHING FOR SOCIAL JUSTICE 1: CANADA

Connell, R.W. (1993). Schools and social justice. Toronto: *Our Schools/Our Selves.*

Peterson, B. (1998). Teaching for social justice. In S. Repo (Ed.), *Making schools matter: Good teachers at work.* Toronto: James Lortimer & Company.

- What Would You Do? Popular Kid

Jan 28: TEACHING FOR SOCIAL JUSTICE 2: THE GLOBAL FRAME

*Greene, M. (1998). Introduction: Teaching for social justice. In William Ayers, Jean Ann Hunt and Therese Quinn (Eds.). *Teaching for social justice.* New York: Teachers College Press.

*Bigelow, B. (1998). The human lives behind the labels: The global sweatshops, Nike and the race to the bottom. In William Ayers, Jean Ann Hunt and Therese Quinn (Eds.). *Teaching for social justice.* New York: Teachers College Press.

- What Would You Do? Senegalese Student
- What Would You Do? Boubou in the Classroom

Feb 2: TEACHER IDENTITY AND PERSPECTIVES ON EQUITY AND SOCIAL JUSTICE EDUCATION 1

*Kendal, F. (1996). Taking the emotional risk: Examining ourselves and our attitudes. *Diversity in the classroom: New approaches to the education of young children.* New York: Teachers College Press.

Kelly, D.M. & Minnes, G. (2001). Shifting out of "neutral": Beginning teachers' struggles with teaching for social justice. *Canadian Journal of Education*, 26 (4), 437-454.

Feb 4: TEACHER IDENTITY AND PERSPECTIVES ON EQUITY AND SOCIAL JUSTICE EDUCATION 2

*Solomon, P. & Levine-Rasky, C. (2003). Chapter 3: Educators' perspectives and practices. *Teaching for equity and diversity: Research to practice*. Toronto: Canadian Scholars Press.

*Solomon, P. & Levine-Rasky, C. (2003). Appendix A: Impact of teacher identity on perspectives and practices. *Teaching for equity and diversity: Research to practice*. Toronto: Canadian Scholars Press.

Feb 9: CRITICAL PEDAGOGY

*Freire, P. (1987). Letter to North-American teachers. In Ira Shor (Ed.). *Freire for the classroom: A sourcebook for liberatory teaching*. Portsmouth, NH: Boynton/Cook.

*McLaren, P. (2003). Cries from the Corridor: Teaching in the suburban ghetto. *Life in schools: An introduction to critical pedagogy in the foundations of education* (fourth edition). Boston: Allyn & Bacon.

*McLaren, P. (2003). The frontiers of despair. *Life in schools: An introduction to critical pedagogy in the foundations of education* (fourth edition). Boston: Allyn & Bacon.

YouTube: "The Banking Method Versus Problem Solving Education"-

http://www.youtube.com/watch?v=K5zbnE_0XQ&feature=related

YouTube: "Henry Giroux: Figures in Critical Pedagogy" -

<http://www.youtube.com/watch?v=UvCs6XkT3-o>

YouTube: "What Does it Mean to Be a Critical Educator?" -

<http://www.youtube.com/watch?v=ZaTQ5g8Prog&feature=related>

Feb 11: MULTICULTURAL EDUCATION

*Canadian Multicultural Act.

<http://www.solon.org/Statutes/Canada/English/C/CMA.html>

*Ghosh, R. & Abdi, A. (2004). Chapter 3: Multicultural Policy and Multicultural Education: A Canadian Case Study. *Education and the politics of difference: Canadian perspectives*. Toronto: Canadian Scholars Press.

- What Would You Do? My Cultural Heritage

YouTube: Multicultural Project

<http://www.youtube.com/watch?v=G22ydg0ZY7E>

Multicultural Education; Diversity in the Classroom

<http://www.youtube.com/watch?v=lSPjQsmMqhk&feature=related>

Assignment One Due

Feb 15-26- MID-TERM BREAK: NO CLASSES

Mar 2: ANTI-RACIST EDUCATION

*Lee, E. (1985). Chapter One: Anti-racist Education: What's it all About?. *Letters to Marcia: A teacher's guide to anti-racist education*. Toronto: Cross Cultural Communications Centre.

*Lee, E. (1985). Chapter Two: The School and the Community: What can we do to Equalize the Partnership?. *Letters to Marcia: A teacher's guide to anti-racist education*. Toronto: Cross Cultural Communications Centre.

- What Would You Do? Afrocentric Boys School

YouTube: Primary Colors: Racism and Discrimination versus Education-
<http://www.youtube.com/watch?v=GdvjdHMEEEx0&NR=1>

YouTube: Jane Elliot's A Class Divided
<http://www.youtube.com/watch?v=JCjDxAwfXV0>

Assignment 2: A Current Affair (Group 1)

Mar 4: ABORIGINALS AND ABORIGINAL EDUCATION

Barman, Jean. (2003). Schooled for inequality: The Education of British Columbia Aboriginal children. In J. Burman & M. Gleason (Eds.), *Children, teachers and schools in the history of British Columbia* (2nd Edition). Calgary: Detselig Enterprises.

Hare, J. (2003). Aboriginal families and Aboriginal education: Coming full circle. In J. Burman & M. Gleason (Eds.), *Children, teachers and schools in the history of British Columbia* (2nd Edition). Calgary: Detselig Enterprises.

Assignment 2: A Current Affair (Group 2)

Mar 9: GENDER AND SEXISM IN EDUCATION

Moffat, L. Education for gender equity: Origins and development. In T. Goldstein and D. Selby (Eds.). *Weaving connections: Educating for peace, social and environmental justice*. Toronto: Sumach Press.

*Gaskell, J., McLaren, A. & Novogrodsky, M. (1989). Equality of opportunity: Issues of access and achievement. *Claiming an Education: Feminism and Canadian schools*. Toronto: Our Schools/Our Selves.

Assignment 2: A Current Affair (Group 3)

Mar 11: SOCIAL CLASS AND CLASS DISCRIMINATION AGAINST THE POOR

Leroy, C. & Symes, B. (2001). Teachers' perspectives on the family backgrounds of children at risk. *McGill Journal of Education*, 36 (1), 45-60.

Maynes, B. & Sarbit, G. (2000). Schooling children living in poverty. *Exceptionality Education Canada*, 10 (1-2), 37-61.

- What Would You Do? The Food Drive.

YouTube: Education is Not for the Poor-

<http://www.youtube.com/watch?v=WgoQoQVbA20&NR=1>

Assignment 2: A Current Affair (Group 4)

Mar 16: SEXUAL ORIENTATION, HOMOPHOBIA

Gordon, L. (1995). What do we mean when we hear "faggot"? In D. Levine, R. Lowe, B. Peterson & R. Tenorio (Eds.). *Rethinking schools: An agenda for change*. New York: The New Press.

Loutzenheiser, L. (1996). How schools play "Smear the Queer". *Feminist Teacher*, 10 (2), 59-64.

- What Would You Do? Picnic in the Park.
- What Would You Do? Lesbian Parents

YouTube: The Subject of Gay: How Do We Talk About it in Elementary Schools? (Ontario)

http://www.youtube.com/watch?v=7r3NU16hvbs&feature=Playlist&p=C6EA669E6FC23152&playnext=1&playnext_from=PL&index=5

Mar 18: RACE AND RACISM IN EDUCATION

Jiwani, Y. (1999). Erasing race: The story of Reena Virk. *Canadian Woman Studies*, 19 (3), 178-184.

Polite, L. & Baird-Saenger, E. (2003). A pernicious silence: Confronting race in the elementary classroom. *Phi Delta Kappan*, 85 (4), 273-278.

- What Would You Do? Chinese Identity
- What Would You Do? White Chinese

Final Assignment Due

Additional?

Disability- *in media res*

A Disabling Environment by [Katie Ellis](#) — Murdoch University

<http://mediacommons.futureofthebook.org/imr/2010/11/29/disabling-environment>

“Proud Mary”: Glee’s Very Special Sham Disability Pride Anthem

<http://mediacommons.futureofthebook.org/imr/2010/04/09/proud-mary-gee-s-very-special-sham-disability-pride-anthem>

STUDENT INFORMATION

Please complete and hand in during the first or second class.

Name: _____

Student #: _____

Address: _____

Phone # _____

E-Mail: _____

Specialization/Subjects:

Do you have any situation **that you would like me to be aware of** that affects your learning (e.g. hearing or visual impairment, chronic health problem, learning disability, etc.)?

Hopes/fears/concerns/questions about the course:

Useful Online Resources

British Columbia Teachers' Federation

<http://www.bctf.bc.ca/>

British Columbia College of Teachers

<http://www.bcct.ca/default.aspx>

Canadian Policy Research Network's Diversity Gateway

<http://www.cprn.org/en/diversity.cfm>

Kids Canada Policy Digest

<http://www.cprn.org/en/diversity.cfm>

Canadian Centre for Policy Alternatives

<http://www.policyalternatives.ca/>

Rethinking Schools Online

<http://www.rethinkingschools.org/>

Aboriginal Canada Portal

www.aboriginalcanada.gc.ca/acp/site.nsf/en/index.html

BC Teachers Federation: Teaching to Diversity

www.bctf.bc.ca/TeachingToDiversity

BC Teachers Federation: Teaching Social Justice

www.bctf.ca/social/

Chinese Canadian National Council: Chinese Canadian Culture

<http://www.ccnc.ca/cccop/index.php>

Japanese Canadian History.Net

www.japanesecanadianhistory.net/home_page.html

Canada Race Relations Foundation (anti-racism)

www.crr.ca/

Persons with Disability Online

<http://www.pwd-online.ca/pwdhome.jsp?lang=en>

Gay and Lesbian Educators of BC (GALE)

www.galebc.org/