

## EDST 429: SOCIOLOGY OF EDUCATION

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Play it in the streets, play it in the schools  
Play it for the ones out there who've never seen what playing can do

...  
Play, play it just to make your mark  
Play it just to light the spark.  
—Thea Gilmore

### *Course Objectives*

The first part of this course introduces students to major theoretical perspectives on the relationship between the school and society. Does schooling facilitate equality of opportunity? Or is it used by those in power to maintain their dominance? Can schools change society? Or must society change if schools are to become different? Next, we explore schools as important sites of identity formation for children and youth as well as teachers. How do teachers' multiple identities influence what and how they teach? What are the competing visions of the role of the teacher in a society where schools are charged with preparing students for democratic citizenship as well as the stratified world of work? Whose knowledge is taught in school, who has decided what is to be taught, to whom, and with what consequences for students' identities? In the third part of the course, we analyze how schooling helps to shape social processes that mirror, reproduce, and sometimes challenge inequalities, and we reflect on the implications for teaching. In the fourth part of the course, we examine the relationship between education and media via such topics as: popular media (news and entertainment) as informal public pedagogies, critical media education, how children and youth engage and resist popular culture, and popular culture as a pedagogical resource. Finally, we delve into several current educational policy debates: gender-based literacy reform, standardized testing as an accountability tool, and corporations in the classroom.

### *Schedule of Topics and Due Dates*

Mon. Jan. 7	Introduction: expectations, topics, assignments
Wed. Jan. 9	Overview of themes; why sociology of education?
Mon. Jan. 14	Theorizing school, culture, and society
Wed. Jan. 16	Understanding inequality in schools ** last day to turn in SRQ#1 **
Mon. Jan. 21	Cultural identity; influences of identity on how we teach
Wed. Jan. 23	Teachers' values & the social responsibility performance standards
Mon. Jan. 28	Race, politics, & youth identity formation in schools
Wed. Jan. 30	Conflicting roles of the teacher in a democratic, capitalist society

- Mon. Feb. 4 Teaching for social justice: voices from the field  
\*\* last day to turn in SRQ#2 \*\*
- Wed. Feb. 6 Hidden curriculum, language, attendance
- Mon. Feb. 11 Symbolic violence & classroom power dynamics
- Wed. Feb. 13 School discipline policy & subtle streaming  
\*\* Reading week (no classes on Feb. 18 or 20) \*\*
- Mon. Feb. 25 Testing & placement in special education
- Wed. Feb. 27 Mascots & extracurricular activities  
Workshop on op-ed & personal reported essay writing
- Mon. Mar. 3 Assessment practices in the classroom & beyond  
\*\* last day to turn in SRQ#3 \*\*
- Wed. Mar. 5 Popular media as informal public pedagogies: overview;
- Mon. Mar. 10 “Merchants of Cool”; \*\* op-ed or personal essay due in class \*\*
- Wed. Mar. 12 Children’s engagement with popular culture in & beyond school
- Mon. Mar. 17 Popular culture as a pedagogical resource
- Wed. Mar. 19 Children, politics, & news media
- Mon. Mar. 24 \*\* holiday; no class \*\*
- Wed. Mar. 26 Critical media literacy  
\*\* last day to turn in SRQ#4 \*\*
- Mon. Mar. 31 Gender-based literacy reform
- Wed. Apr. 2 Reading & rewriting masculinities & femininities
- Mon. Apr. 7 Corporations in the classroom
- Wed. Apr. 9 Wrap-up & celebration; \*\* final writing assignment due in class \*\*

## ***Course Readings***

Some of the readings will be available in a reader that can be purchased directly from the instructor during the first week of class (with a cheque made payable to UBC). The rest of the readings are available free of charge as e-journal articles (indicated below by “<pdf>”).

## ***Detailed Schedule of Topics, Readings, & Activities***

### Part 1: Theoretical Perspectives on the School-Society Relationship

**January 7: Introduction: expectations, topics, assignments**

**January 9: Overview of themes; why sociology of education?**

Rose, M. (1989). “I just wanna be average.” In *Lives on the boundary: The struggles and achievements of America’s underprepared* (pp. 11-37). New York: The Free Press.

**January 14: Theorizing school, culture, & society**

Levinson, B. A., & Holland, D. (1996). The cultural production of the educated person: An introduction. In B. A. Levinson, D. E. Foley & D. C. Holland (Eds.), *The cultural*

*production of the educated person: Critical ethnographies of schooling and local practice* (pp. 1-54). Albany: State University of New York Press.

Barakett, J., & Cleghorn, A. (2008). Theories of schooling and society. In *Sociology of education: An introductory view from Canada* (2nd ed., pp. 34-43). Toronto: Pearson Prentice Hall.

### **January 16: Understanding inequality in schools**

Mehan, H. (1992). Understanding inequality in schools: The contribution of interpretive studies. *Sociology of Education*, 65(1), 1-20. <pdf>  
<http://links.jstor.org/sici?sici=0038-0407%28199201%2965%3A1%3C1%3AUIISTC%3E2.0.CO%3B2-2>

## Part 2: Schools as Sites of Identity Formation

### **January 21: Cultural identity; influences of identity on how we teach**

Hall, S. (2005). Cultural identity and diaspora. In S. P. Hier (Ed.), *Contemporary sociological thought: Themes and theories* (pp. 443-453). Toronto: Canadian Scholars' Press.

Bang, G. (2002). Watching words and managing multiple identities. In L. Darling-Hammond, J. French, & S. P. Garcia-Lopez (Eds.), *Learning to teach for social justice* (pp. 71-78). New York: Teachers College Press.

### **January 23: Teachers' values and the social responsibility performance standards**

Philpott, R., & Beynon, J. D. (2005). Pause to reflect: Exploring teachers' notions of social responsibility. *Alberta Journal of Educational Research*, 52(1), 34-49. <pdf>  
<http://proquest.umi.com/pqdweb?did=841864731&sid=1&Fmt=3&clientId=6993&RQT=309&VName=PQD>

British Columbia Ministry of Education. (2001). Excerpts from: *BC performance standards. Social responsibility: A framework*. Victoria: British Columbia Ministry of Education.  
[www.bced.gov.bc.ca/perf\\_stands/social\\_resp.htm](http://www.bced.gov.bc.ca/perf_stands/social_resp.htm)

NOTE: pages will be specified in class ahead of time.

### **January 28: Race, politics, & youth identity formation in schools**

Abu El-Haj, T. R. (2006). Race, politics, and Arab American youth: Shifting frameworks for conceptualizing educational equity. *Educational Policy*, 20(1), 13-34. <pdf>  
<http://dx.doi.org/10.1177/0895904805285287>

Zine, J. (2003). Dealing with September 12th: The challenge of anti-Islamophobia education. *Orbit*, 33(3). <pdf>  
<http://proquest.umi.com/pqdweb?did=688972661&sid=1&Fmt=3&clientId=6993&RQT=309&VName=PQD>

### **January 30: Conflicting roles of the teacher in a democratic, capitalist society Warrants for teaching for social justice**

Association of Canadian Deans of Education / Association canadienne des doyens et doyennes d'éducation. (2006). *Accord on Initial Teacher Education*.  
<http://educ.ubc.ca/about/tierney/TeacherAccord.pdf>

Readings and speaker: TBA

#### **February 4: Teaching for social justice: voices from the field**

Cherian, F. (2001). Really teaching social justice. *Orbit*, 31(4), 54-58.

<http://proquest.umi.com/pqdweb?did=688960771&sid=1&Fmt=3&clientId=6993&RQT=309&VName=PQD>

Stocker, David. (2007). Introduction. In *Math that matters: A teacher resource for linking math and social justice* (pp. 11-19). Ottawa: Canadian Centre for Policy Alternatives.

[http://www.policyalternatives.ca/documents/National\\_Office\\_Pubs/2007/math\\_that\\_matters.pdf](http://www.policyalternatives.ca/documents/National_Office_Pubs/2007/math_that_matters.pdf)

One of the following (you will sign up for one in class):

Cummins, J., Bismilla, V., Cohen, S., Giampapa, F., & Leoni, L. (2006). Timelines and lifelines: Rethinking literacy instruction in multilingual classrooms. *Orbit*, 36(1), 22-26. <pdf>

<http://proquest.umi.com/pqdweb?did=980717511&sid=1&Fmt=4&clientId=6993&RQT=309&VName=PQD>

Dean, J. (2007). Living algebra, living wage: 8th graders learn from real-world math lessons.

*Rethinking Schools*, 21(4). <pdf> Available from:

[http://www.rethinkingschools.org/archive/21\\_04/wage214.shtml](http://www.rethinkingschools.org/archive/21_04/wage214.shtml)

Espinosa, L. (2003). Seventh graders and sexism. *Rethinking Schools*, 17(3), 1-9. <pdf>

[http://www.rethinkingschools.org/archive/17\\_03/seve173.shtml](http://www.rethinkingschools.org/archive/17_03/seve173.shtml)

Poirier, T. (2007, November 27). Let's teach kids philosophy: You really can't start too soon, I've found. *The Tyee*.

[http://thetyee.ca/Views/Teacherdiaries/2007/11/27/KidsPhilosophy/?utm\\_source=daily&utm\\_medium=email&utm\\_campaign=271107](http://thetyee.ca/Views/Teacherdiaries/2007/11/27/KidsPhilosophy/?utm_source=daily&utm_medium=email&utm_campaign=271107)

Solomon, S., & Russell, V. (2004). Addressing homophobic bullying in the elementary classroom. *Orbit*, 34(2), 24-28. <pdf>

<http://proquest.umi.com/pqdweb?did=688404081&sid=1&Fmt=3&clientId=6993&RQT=309&VName=PQD>

### Part 3: School Practices that Reproduce & Sometimes Challenge Inequalities

#### **February 6: Hidden curriculum, language, attendance**

Keeshig-Tobias, L. (2003). Of hating, hurting and coming to terms with the English language.

*Canadian Journal of Native Education*, 27(1), 89-100. <pdf>

<http://proquest.umi.com/pqdweb?did=383780711&sid=2&Fmt=4&clientId=6993&RQT=309&VName=PQD>

Berger, P., Epp, J. R., & Moller, H. (2006). The predictable influences of culture clash, current practice, and colonialism on punctuality, attendance, and achievement in Nunavut schools.

*Canadian Journal of Native Education*, 29(2), 182-205. <pdf>

<http://proquest.umi.com/pqdweb?did=1143320971&sid=3&Fmt=3&clientId=6993&RQT=309&VName=PQD>

Optional:

Jackson, P. W. (1997 [1968]). The daily grind. In D. J. Flinders & S. J. Thornton, Eds. *The curriculum studies reader* (pp. 92-100). New York: Routledge. <pdf> [to be posted]

### **February 11: Symbolic violence & classroom power dynamics**

Herr, K., & 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> <http://dx.doi.org/10.1080/1360312032000150779>

### **February 13: School discipline policy and subtle streaming**

Bickmore, K. (2001). Student conflict resolution, power "sharing" in schools, and citizenship education. *Curriculum Inquiry*, 31(2), 137-162. <pdf>

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=4914919&site=ehost-live>

Hantzopoulos, M. (2006). Deepening democracy: How one school's fairness committee offers an alternative to "discipline." *Rethinking Schools*, 21(1). <pdf>

[http://www.rethinkingschools.org/archive/21\\_01/demo211.shtml](http://www.rethinkingschools.org/archive/21_01/demo211.shtml)

**\*\* Reading week (no classes on Feb. 18 or 20) \*\***

### **February 25: Testing & placement in special education**

Mehan, H. (2001). The construction of an LD student: A case study in the politics of representation. In M. Wetherell, S. Taylor & S. J. Yates (Eds.), *Discourse theory and practice: A reader* (pp. 345-363). London: Sage Publications.

Gladwell, M. (2007, December 17). What I.Q. doesn't tell you about race. *The New Yorker*, 92-96. <pdf>

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=27947979&site=ehost-live>

### **February 27: Mascots & extracurricular activities**

**Workshop on op-ed & personal reported essay writing; guest David Beers**

King, C. R. (2008). Hostile environments: Anti-Indian imagery, racial pedagogies, and youth sport cultures. In M. D. Giardina & M. K. Donnelly (Eds.), *Youth culture and sport: Identity, power, and politics* (pp. 147-159). New York, NY: Routledge.

Robertson, H.-j. (2007, May). Bend it like Azzy. *Phi Delta Kappan*, 88, 716-717. <pdf>

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=24987263&site=ehost-live>

### **March 3: Assessment practices in the classroom and beyond**

Kelly, D. M., & Brandes, G. M. (in press, 2008). Equitable classroom assessment: Promoting self-development and self-determination. *Interchange*, 39(1), 1-28. <pdf> [to be posted]

Croll, S. (2004). Three-way conference: Students, parents, and teachers working together. *Educational Insights*, 8(3).

<http://www.ccfi.educ.ubc.ca/publication/insights/v08n03/articles/croll.html>

Optional readings on the Foundational Skills Assessment debate:

- Valli, L., & Chambliss, M. (2007). Creating classroom cultures: One teacher, two lessons, and a high-stakes test. *Anthropology & Education Quarterly*, 38(1), 57-75. <pdf>  
<http://dx.doi.org/10.1525/aeq.2007.38.1.57>
- British Columbia Teachers' Federation. (2007). *What really counts! Rethinking accountability*. Retrieved December 14, 2007, from  
<http://www.bctf.ca/uploadedFiles/Education/Accountability/FSA.pdf>
- Dosdall, E. (2007). Foundation skills assessment: What is all the fuss about? *Report on Education from the Deputy Minister of Education*. Available:  
<http://www2.sd8.bc.ca/SD8home/Ministry/DMReportApr27.pdf>
- Turpel-Lafond, M. E. (2007, October 10). Testing protects vulnerable children. *Vancouver Sun*.  
<http://www.canada.com/components/print.aspx?id=9da2e5a1-debc-4657-9e59-9dc61bf1d239>

## Part 4: Education and Media

### March 5: Popular media as informal public pedagogies: Overview

- Stack, M., & Kelly, D. M. (2006). The popular media, education, and resistance. *Canadian Journal of Education*, 29(1), 5-26. <pdf>  
<http://www.csse.ca/CJE/Articles/FullText/CJE29-1/CJE29-1-stackkelly.pdf>
- The Media Ownership Chart  
<http://www.mediachannel.org/ownership/front.shtml#chart>

### March 10: “Merchants of Cool”; op-ed or personal essay assignment due in class

- Video: “Merchants of Cool” (correspondent Douglas Rushkoff, 2001, 60 minutes)
- Kenway, J., & Bullen, E. (2006). Pedagogies that bite/byte back. In H. Lauder, P. Brown, J.-A. Dillabough & A. H. Halsey (Eds.), *Education, globalization & social change* (pp. 524-536). Oxford: Oxford University Press.

### March 12: Children’s engagement with popular culture in and beyond school

- Nespor, J. (1997). Intersections of kids, signs, and popular culture. In *Tangled up in school: Politics, space, bodies, and signs in the educational process* (pp. 162-195). Mahwah, NJ: Lawrence Erlbaum Associates.

#### Optional:

- Driver, S. (2005). Out, creative and questioning: Reflexive self-representations in queer youth homepages. *Canadian Woman Studies*, 24(2/3), 111-116. <pdf>  
<http://proquest.umi.com/pqdweb?did=880796421&sid=1&Fmt=3&clientId=6993&RQT=309&VName=PQD>

### March 17: Popular culture as a pedagogical resource

- Christensen, L. (2007). Can't buy me love: Teaching about clothes, class and consumption. *Rethinking Schools*, 21(4). <pdf>  
[http://www.rethinkingschools.org/archive/21\\_04/love214.shtml](http://www.rethinkingschools.org/archive/21_04/love214.shtml)

- Dyson, A. H. (2003). "Welcome to the jam": Popular culture, school literacy, and the making of childhoods. *Harvard Educational Review*, 73(3), 328-361. <pdf>  
<http://www.edreview.org/harvard03/2003/fa03/f03dyson.htm>
- Linné, R. (2003). Alternative textualities: Media culture and the proto-queer. *International Journal of Qualitative Studies in Education*, 16(5), 669-689. <pdf>  
<http://dx.doi.org/10.1080/0951839032000142940>

**March 19: Children, politics, & news media**

- Burns, T. J. (2004). Making politics primary: Exploring critical curriculum with young children. *Language Arts*, 82(1), 56-67.

**March 24: Holiday; class will not meet**

**March 26: Critical media literacy**

- Kellner, D., & Share, J. (2005). Toward critical media literacy: Core concepts, debates, organizations, and policy. *Discourse: Studies in the Cultural Politics of Education*, 26(3), 369-386. <pdf> <http://dx.doi.org/10.1080/01596300500200169>

## Part 5: Current Educational Policy Debates

**March 31: Gender-based literacy reform**

- Martino, W., & Kehler, M. (2007). Gender-based literacy reform: A question of challenging or recuperating gender binaries. *Canadian Journal of Education*, 30(2), 406-431. <pdf>  
<http://www.csse.ca/CJE/Articles/FullText/CJE30-2/CJE30-2-Martino&Kehler.pdf>
- Smith, N. (2007). Boy trouble? We're cheating all students. Girls may just put up with it better. *The Tyee*. Retrieved February 27, 2007, from  
<http://thetyee.ca/Views/Teacherdiaries/2007/02/27/BoyTrouble/>

**April 2: Reading and rewriting masculinities and femininities**

One of the following (you will sign up for one in class):

- Harper, H. (2007). Studying masculinity(ies) in books about girls. *Canadian Journal of Education*, 30(2), 508-530. <pdf>  
<http://www.csse.ca/CJE/Articles/FullText/CJE30-2/CJE30-2-Harper.pdf>
- Dutro, E. (2002). "But that's a girls' book!" Exploring gender boundaries in children's reading practices. *Reading Teacher*, 55(4), 376-384. <pdf>  
<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=5596911&site=ehost-live>
- Pinsonneault, S., & Malhi, K. (2004). How can teachers support gender equity in their classrooms? *Educational Insights*, 8(3). <pdf>  
<http://www.ccfi.educ.ubc.ca/publication/insights/v08n03/articles/genderequity.html>

**April 7: Corporations in the classroom**

Sharpe, J. (Writer), & J. Sharpe (Director) (2007). Corporations in the classroom, *Global Currents documentary series*. Vancouver: Global Television.

Cowley, P. (2007, September). Should schools accept corporate funding? *Fraser Forum*, 5, 9.  
<http://proquest.umi.com/pqdweb?did=1337987541&sid=7&Fmt=4&clientId=6993&RQT=309&VName=PQD>

Shaker, E., & Froese-Germain, B. (2006-2007, Winter). Who's calling the shots in your school? *Education Canada [Canadian Education Association]*, 47, 64-68.  
<http://proquest.umi.com/pqdweb?did=1199321351&sid=9&Fmt=4&clientId=6993&RQT=309&VName=PQD>

Optional:

Froese-Germain, B., & Shaker, E. (2007). Good effort, could do better: Media response to school commercialism report. *Our Schools/Our Selves*, 17(1), 145-154. <pdf>  
<http://proquest.umi.com/pqdweb?did=1385429251&sid=10&Fmt=4&clientId=6993&RQT=309&VName=PQD>

**April 9:        Wrap-up and celebration; final writing assignments due in class**



## ***Course Requirements & Evaluation Criteria***

NOTE: Please see the appendix for pertinent details on the UBC Teacher Education Program's policies regarding the pass/fail system, late assignments, and attendance.

NOTE: I encourage you to work together with other members of the class on any assignment. If you elect to do this, you will receive a group mark.

NOTE: For all written assignments, if you cite a reading for this course, you may refer to it in the text itself by author(s) and date. Please attach a list of complete references for any other reading(s) you cite. (I do not, however, expect you to use outside readings.)

### **A. Class Participation**

Everyone should come to class prepared to discuss the assigned readings. Class members will learn as much from the exchange of views inside the classroom as we will from analyzing the readings on our own. Some questions to consider as we construct our learning environment together:

1. Did you read the assigned material and come to class having attempted to synthesize the readings, to identify concepts you didn't understand, to pinpoint where the author(s) seemed confused?
2. Did you attempt to contribute to class discussion in a way that enhanced our understanding of the readings?
3. Did you make an effort to speak? (Measure yourself against your usual inclination for "speaking up," not against how much you talked in relation to how much other people talked.)
4. Did you avoid dominating discussion?
5. Did you deal respectfully with others' questions, confusion, and discussion priorities?
6. Did you use class discussion (regardless of whether you spoke) as an opportunity to expand your understanding of the topics at hand?

#### Assessment criteria:

*Pass:* Regularly (1) shows active evidence of having done all the required readings; (2) shows evidence of active listening by responding to others' contributions in a constructive manner; (3) contributes meaningfully to class discussions and group activities; (4) treats others respectfully.

*Fail:* Regularly (1) appears unprepared and ignorant of course readings; (2) dominates discussions or treats others disrespectfully; (3) makes little or no contribution to class discussions or group activities.

## **B. Summary-Response Question (SRQ) -- 4 entries, each worth 10%**

To enrich class discussion and enhance learning, students will be responsible for four short Synthesis-Response-Question (SRQ) pieces. Select 1 reading from each of the first 4 parts of the course (theoretical perspectives; schools as sites of identity formation; school practices & social inequalities; education & media). The SRQ should be written as a narrative rather than a bulleted summary. 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, discuss the implications for teaching, etc.); 3) pose critical questions about the reading that will enhance our understanding of course themes. Strong SRQs will illuminate the arguments being made by the author/s by drawing connections to previous class readings. The SRQ should fit on one page of paper (**font size 12; maximum 500 words**). Please email your SRQ to me at least 1 day in advance of the day that your reading is to be discussed in class. Normally, I will expect you to help kick off a small-group or class discussion based on your SRQ.

## **C. An Op-Ed or Personal Reported Essay on an Educational Issue -- 20%**

Write a 600-word opinion piece or personal reported essay on an educational issue. A workshop on how to write this effectively and maximize your chances of getting your opinion piece published will be held in class.

### Assessment criteria:

- Pass:* (1) easy to read (well organized; concise; proofread for errors of grammar, spelling, and diction); (2) provides examples and explanations; (3) facts, personal insights, or preferably both are shaped into a structured argument; (4) highlights an equity-related educational issue.
- Fail:* (1) recurring errors of grammar, spelling, diction, and/or organization; (2) lacks examples; (3) lacks transitions between thoughts or fails to make an argument; (4) fails to address an equity-related educational issue.

## **D. Choose one of the following options for your final writing assignment -- 40%**

### ***Option #1: Cultural Analysis of the Media***

Choose a media item to analyze. It might be a newspaper article, TV show, movie, videogame, or popular website. Select at least one episode, article, etc. The piece should have something to do with children/youth/educators and preferably with schools as well. Write a 5-page (typed, double-spaced) analysis, based on reflecting on such questions as:

1. What cultural information does the piece include?
2. What assumptions are made? Who are the assumptions made about? Why are these assumptions made? Do these assumptions seem to come from the perspective of a cultural insider or outsider?
3. What sociological concepts are helpful to analyzing the piece?
4. What information from the piece might you pursue as a sociologist?

5. What sources would you go to?
6. What does the piece(s) tell us about the worldview of the author of the article?
7. What assumptions are made about children? Adults?
8. What assumptions are made about the meaning of education?
9. What assumptions are made about culture?
10. Who is present? Who is absent? Who is treated as other? Who is treated as the norm?

### ***Option #2: Critical Assessment of Unit Plan***

Select either a unit plan that you have developed previously or a student learning resource unit developed by an organization (e.g., *Teacher's Guide. Frontline: "The Merchants of Cool,"* available at: <http://www.pbs.org/wgbh/pages/frontline/teach/cool>). Reflect on it in light of the perspective on social justice that makes most sense to you (see, e.g., the anti-oppression framework in Abu El Haj, 2006). Take into consideration such choices as the content of the unit plan, instructional strategies and areas of concern, the selection of texts and resources, the nature of assignments, evaluation. As you develop your analysis, think about, and make explicit, a particular teaching context (e.g., the school where you did your practicum, another school with which you are familiar). What is the socioeconomic and racial profile of the surrounding neighborhood and the families whose children attend the school, and how might this affect the teaching of this unit? Explain whether and how you would use the unit in this context. How old are the students, and what difference would you anticipate this making? How and why would you supplement the resource? Paper should be about 5-pages (typed, double-spaced).

### ***Option #3: Create a Lesson that Relates to a Course Topic, Theme, or Idea***

Using a EDST 429 course topic, theme, or idea for inspiration, create a lesson that you would like to teach in the future. Decide the age or grade level, the length of time needed for the lesson, and the possible subject area(s) where it would fit. Is there an IRP that your topic will fit into? Your plan should include clear learning objectives, educational activities related to the objectives, a short evaluation, suggestions for materials and resources you will use, and an activity to open and to close your lesson. Include suggestions for modifications to your lesson to include a wide range of student abilities. Think about the students (present or in the future) you will be teaching. How do their identities (e.g. age, socioeconomic status, race/ethnic background) affect how you create this lesson—the activities, evaluation, resources, and so on? What knowledge are you expecting the students to have before you teach this lesson? What kinds of follow-up activities or lessons will you plan? Include reflection on the pedagogical choices you have made in creating your lesson, keying off of sociological concepts as appropriate (e.g., hidden curriculum). Paper should be about 5-pages (typed, double-spaced).

Assessment Criteria for the Final Writing Assignment:

*Pass:* (1) easy to read (well organized; concise; proofread for grammar, spelling, and diction errors); (2) supports claims with citations from the document and examples; (3) demonstrates a synthesis of course concepts and themes and makes connections to pertinent course readings, class discussions, and your own teaching in the practicum; (4) includes your insights and conclusions.

*Fail:* (1) recurring errors of grammar, spelling, diction, and/or organization; (2) lacks examples; (3) fails to demonstrate comprehension of course content; (4) lacks meaningful connections between theory, personal experience, and professional practice.

**Student Negotiation of Assignments and Assessment Criteria**

If you have ideas for an alternative assignment that would enhance your learning and still meets the course objectives, please talk with me. Please email a written proposal to me by **January 21**.

Weighting of Assignments:

4 SRQs @ 10% each	40%
Op-ed or personal essay	20%
Final writing assignment	<u>40%</u>
Total	100

Due Date of Assignments:

various (1 per each of Parts 1-4 of the course)
March 10
April 9

## APPENDIX 1: UBC POLICIES THAT APPLY TO EDST 429

### **Evaluation**

Most of UBC's Teacher Education Program uses a pass/fail grading system, including EDST 429. For this course, only "pass" or "fail" will appear on a student's transcript. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities. **Students are expected to meet all criteria to receive a passing mark in the course.** In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit written assignments. In such cases, I ask that you please attach the first draft of the assignment and highlight the changes you have made to it in response to my comments. If you have two assignments that do not meet expectations or you continue not to meet expectations in participation or attendance, I am required to complete an interim report, a copy of which gets filed with the Teacher Education Office and the Department of Educational Studies.

It's my responsibility to provide you with timely, specific, and helpful responses to your written assignments. When I hand back assignments, I will provide written evaluative comments on a separate sheet. I will retain copies of these written comments on my computer, and should you request a letter of recommendation from me in the future (e.g., if you apply to a graduate program), I can draw from this accumulated written record. I will also use this record to keep track of any student who excels in all aspects of the course, and I will nominate such a student for scholarships and awards.

### **Academic Honesty**

Please make sure that you acknowledge and cite the oral and written work of others in all assignments. Not citing sources is considered plagiarism. Please see the policies on student discipline and academic misconduct for further clarification.

### **Attendance**

Since class participation is an essential part of the educational experience, students should note that regular attendance, including special lectures, is expected. In accordance with the Teacher Education Handbook (pp. 16-17), students who must miss a class should notify the instructor as soon as possible. Any absence should be discussed with the instructor. If a student misses more than 2 classes, they must provide an explanation to the instructor. Unexcused absences may result in an F or being required to withdraw from the course. In the event that four or more classes are unavoidably missed, the Teacher Education Office will be notified immediately. If you are absent for an assignment, or unable to complete an assignment due to illness, you must obtain a statement from your physician or from Student Health Services. The statement must be submitted to the Teacher Education Office as soon as possible. Students requiring an academic concession due to illness or extenuating circumstances should contact the instructor as soon as possible.

### **Late Assignments**

Due dates are considered to mean the class period on the date specified. If deadlines for assignments cannot be met, notify the instructor in advance of the deadline, when possible, and negotiate an appropriate due date. If you submit two late assignments, the instructor will file an

Interim Report with the Teacher Education Office. Late *presentations* will not be accepted and supplemental work may be required.

### **Academic Accommodations for Students with Disabilities**

If you have a letter from Disability Resource Centre (DRC) indicating that you have a disability that requires specific accommodations, please present the letter to me so that we can discuss the accommodations that you might need for class. To request academic accommodations due to a disability, first meet with a DRC advisor to determine what accommodations/services you are eligible for. You can find more information at:

<http://students.ubc.ca/access/drc.cfm?page=current>

### **Religious Observances**

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance.

## APPENDIX 2: FURTHER READING

### General Texts on Sociology (and some Anthropology) of Education

Barakett, J., & Cleghorn, A. (2008). *Sociology of education: An introductory view from Canada* (2nd ed.). Toronto: Pearson Prentice Hall.

Lauder, H., Brown, P., Dillabough, J-A., & Halsey, A.H. (Eds.). (2006). *Education, globalization and social change*. Oxford: Oxford University Press.

Levinson, B. A. U. et al. (Eds.). (2000). *Schooling the symbolic animal: Social and cultural dimensions of education*. Lanham, MD: Rowman & Littlefield.

Robertson, H.-j. (2007). *Great expectations: Essays on schools and society*. Ottawa: Canadian Centre for Policy Alternatives.

Sadovnik, A. R. (Ed.). (2007). *Sociology of education: A critical reader*. New York: Routledge.

Wotherspoon, T. (2004). *The sociology of education in Canada: Critical perspectives* (2nd ed.). Don Mills, ON: Oxford University Press.

### Teaching for Social Justice in K-12 Schools

Co-Development Canada. Has a number of teaching resources:

<http://www.codev.org/codev2/educationalresources.cfm?pagenumber=0>

Kelly, D. M. (2007, Summer). Toward a more nuanced and reflective social justice discourse. *Professional Development Perspectives [Canadian Teachers' Federation]*, 6, 1, 8-12.  
[http://www.ctf-fce.ca/e/publications/pd\\_newsletter/PDP\\_Summer%202007\\_EN\\_web.pdf](http://www.ctf-fce.ca/e/publications/pd_newsletter/PDP_Summer%202007_EN_web.pdf)

Kumashiro, K. K. (2004). *Against common sense: Teaching and learning toward social justice*. New York: RoutledgeFalmer.

Kumashiro, K. K. (2001). "Posts" perspectives on anti-oppressive education in social studies, English, mathematics, and science classrooms. *Educational Researcher*, 30(3), 3-12.

McCaskell, T. (2005). *Race to equity: Disrupting educational inequality*. Toronto: BTL.

Sapon-Shevin, M. (1999). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities*. Boston: Allyn & Bacon.

Solomon, R. P., & Levine-Rasky, C. (2003). *Teaching for equity and diversity: Research to practice*. Toronto: CSPI & Women's Press.

Au, W., Bigelow, B. & Karp, S. (Eds.). (2007). *Rethinking our classrooms: Teaching for equity and social justice. Vol. 1* (revised edition). Milwaukee, WI: Rethinking Schools.

Wade, R. C. (2007). *Social Studies for social justice: Teaching strategies for the elementary classroom*. New York: Teachers College Press.

Weis, L., & Fine, M. (2001). Extraordinary conversations in public schools. *International Journal of Qualitative Studies in Education*, 14(4), 497-523.

### School Practices

Bigelow, B. (1994). Getting off the track: Classroom examples for an anti-tracking pedagogy. *Our Schools, Our Selves*, 5(3), 125-143.

Mazawi, A. E. (2004). Pathologizing the schooling experience of Negev Bedouin Arab children in Israel. In C. Shields, R. Bishop & A. E. Mazawi (Eds.), *Pathologizing practices: The impact of deficit thinking on education*. New York: Peter Lang.

Kohn, A. (1998). Grading: The issue is not how but why. *What to look for in a classroom...and other essays* (pp. 73-81). San Francisco: Jossey-Bass.

### Aboriginal Education

Schissel, B., & Wotherspoon, T. (2003). *The legacy of school for aboriginal people: Education, oppression, and emancipation*. Oxford: Oxford University Press.

### Gender Equity

Abu El-Haj, T. R. (2003). Challenging the inevitability of difference: Young women and discourses about gender equity in the classroom. *Curriculum Inquiry*, 33(4), 401-425. <pdf>

Bourne, P., & Reynolds, C. (2004). Editorial: Girls, boys and schooling. *Orbit: OISE/UT's Magazine for Schools*, 34(1). <and other articles in the special issue>

Kehler, M., & Martino, W. (Eds.). (2007). Special issue: Boys, literacies, and schooling. *Canadian Journal of Education*, 30(2), 401-605. <pdf>

Weaver-Hightower, M. (2005). Dare the school build a new education for boys? *Teachers College Record*. <http://www.tcrecord.org/PrintContent.asp?ContentID=11743>

### Poverty and Globalization

Bigelow, B., & Peterson, B. (Eds.). (2002). *Rethinking globalization: Teaching for justice in an unjust world*. Milwaukee, WI: Rethinking Schools.

British Columbia Teachers' Federation. (1997). *Poverty: It's Local, It's Global, and It's All Connected*. <lesson aid>. Also, <http://www.bctf.ca/SocialJustice.aspx?id=6308>



Levin, B. (2004). Poverty and inner-city education. *Horizons: Policy Research Initiative [Government of Canada]*, 7(2), 45-50.

#### Classroom Assessment and Standardized Exams

Christensen, L. (2003, Fall). The politics of correction. *Rethinking Schools [Online]*, 18, Available: [http://www.rethinkingschools.org/archive/18\\_01/corr181.shtml](http://www.rethinkingschools.org/archive/18_01/corr181.shtml).

Christensen, L. (2004). Reading between the bubbles: Teaching students to critically examine tests. In D. K. Salas, R. Tenorio, S. Walters & D. Weiss (Eds.), *The new teacher book: Finding your purpose, balance, and hope during your first years in the classroom* (pp. 99-105). Milwaukee, WI: Rethinking Schools.

Christensen, L. (2005). Moving beyond judgment: My dirty little secret: I don't grade papers. *Our Schools/Our Selves*, 14(3), 77-87.

Moll, M. (Ed.). (2003). *Passing the test: The false promise of standardized testing*. Ottawa: Canadian Centre for Policy Alternatives.

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14.

#### Popular Media & Education

Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Cambridge: Polity Press.

Dolby, N. (2003). Popular culture and democratic practice. *Harvard Educational Review*, 73(3), 258-284. <pdf>

Luke, C. (1999). Media and cultural studies in Australia. *Journal of Adolescent and Adult Literacy*, 42(8), 622-626. <pdf>

Stack, M., & Kelly, D. M. (Eds.) (2006). Special theme issue: The popular media, education, and resistance. *Canadian Journal of Education*, 29(1).

Stewart, K. (2007). Re-imagining media education: Exploring new strategies for elementary students' emotional and social engagement. *Our Schools/Our Selves*, 17(1), 71-83.