



## **EDST 401/4: Education, School, and Social Institutions**

Winter Term 1. (2015)  
Mondays & Wednesdays, 10:30-11:50 AM  
**Scarfe 1328**

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### **Description**

This course provides students entering the teacher education program opportunities to inquire into the context and nature of schooling as a key institution in a pluralist and democratic society. This course aims to illustrate how schooling is a site for competing politics and philosophies about the role of education in society and the work of teachers.

The course is organized around various themes: (1) the relationship between schooling and society and the competing purposes of schooling; (2) conceptions of social justice and the applicability of these conceptions to the understanding of contemporary schooling; (3) the connections among teaching, policy, and schooling; (4) the possibilities and limitations to develop teachers as inquirers and activists; (5) popular media as informal public pedagogies of citizenship and consumer culture; (6) dimensions of media representation process; (7) constructions of identities through engagements with media.

### **Course Objectives**

EDST 401 is designed to provide learning opportunities for students to:

1. Explore the relationship between society, education, and schooling;
2. Develop an understanding of the competing purposes that public schools serve in Canadian society and the implications for teachers;
3. Identify and critically assess key assumptions underpinning discussions of diversity and the different conceptions and practice of social justice in schools;
4. Understand the connection between politics and policy and the competing interests involved in the educational policy arena;
5. Explore relevant and current educational policy debates;
6. Explore how identities are constructed and negotiated through engagement with media.

### **Course Structure**

The course will involve a combination of mini-lectures, small group in-class activities, and discussion of assigned readings. Some of the readings may cover unfamiliar material.



In order to participate effectively in class, students will be asked to use the following as a reading and note-taking guide that they will bring to each class: 1) synthesis of the reading in approximately one paragraph; 2) a response to the reading in one paragraph (e.g., a new idea or an example, discussion of a point of agreement or disagreement and the reasons for this stance, relating an idea to lived experience, discussion of the implications for teaching, etc.); 3) the posing of critical questions about the reading that will enhance the class's understanding of course themes.

### **Course policies:**

EDST 401 is a pass/fail course. Students are expected to meet all criteria and standards equivalent to **a minimum of B+ (76%) to receive a passing mark**. In a professional and academic faculty, passing a course entails both good academic performance as well as active participation in learning activities. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit written assignments. In such cases, the instructor will ask students to attach the first draft of their assignment and highlight the changes they have made to it in response to the instructor's comments. If students have two assignments that do not meet expectations or they continue not to meet expectations in participation or attendance, the instructor is required to complete and Interim Report, a copy of which is signed by the teacher candidate and the instructor and then filed with the Teacher Education Office and the Department of Educational Studies.

Instructors are responsible for providing students with timely, specific, and helpful responses to their written assignments. The Department of Educational Studies strongly recommends that when instructors hand back assignments to students, they provide written evaluative comments on a separate sheet (or electronically). Instructors can retain copies of these written comments in their files, and should a student request a letter of recommendation from an instructor in the future (e.g., if he or she applies to a graduate program), the instructor can draw from this accumulated written record. Instructors are also encouraged to use this record to keep track of any student who excels in all aspects of a particular course, and on the basis of that exemplary record, instructors are further encouraged to nominate such exemplary students for scholarships and awards.

#### 1. Academic Accommodations

UBC has a commitment to accommodate students in its instructional programs. Students may make their needs known to the Teacher Education Office Program Coordinator and arrange to meet with an Access and Diversity office advisor to determine for what accommodations/services they are eligible. Students can find more information in the Bachelor of Education Program Policy Handbook at: <http://www.students.ubc.ca/access/disability-services/>. Students may inform their instructors of any accommodations that are needed for the class.

#### Religious Observances

Students will not be penalized because of observances of their religious beliefs.



Whenever possible, students will be given reasonable time to reschedule any academic assignment that is missed due to participation in a religious observance. Students are responsible to inform the instructor of any intended absences for religious observances in advance.

## 2. Academic Integrity (plagiarism)

Students will follow UBC's policy on plagiarism and academic misconduct and should refer to the "Academic Regulations" of the Bachelor of Education Program Policy Handbook and UBC's calendar online under "Academic Misconduct". Of note are the following policies taken from the latter's website:

<http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>

1. Cheating, which includes but is not limited to falsifying any material subject to academic evaluation and using of or participating in unauthorized collaborative work.
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Authorship of excerpts used must be acknowledged in the text, footnotes, endnotes, or another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated, and failure to provide proper citation is plagiarism as it represents someone else's work as one's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before submitting any assignments.
3. Submitting the same, or substantially the same assignment, presentation, or essay more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted.

## 3. Attendance and Class Participation

**Attendance and punctuality are absolutely essential to the professional conduct of the teacher and teacher candidates are expected to demonstrate both throughout the program.**

In accordance with the Faculty of Education's attendance policies, students who must miss a class should notify the instructor as soon as possible. **Any absence should be discussed with the instructor. Unexcused absences may result in a "Fail" or being required to withdraw from the course.** In the event that two or more classes are missed, the Teacher Education Office will be notified. If students are absent for an assignment or unable to complete an assignment due to illness, they must obtain a statement from a physician or from Student Health Services to 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. Please refer to the "Attendance, Assignments and Performance" section of the Bachelor of Education Program Policy Handbook for further details

In order to pass, students must demonstrate that they have completed the required readings, listened actively, and participated in group and/or class discussions,. In recognition that students learn differently and comfort levels in group and class dynamics, those who are reticent to



discuss in class may submit written summaries and reflections of the required article readings; however, voicing and sharing one's thoughts in class is highly encouraged and welcomed.

#### 4. Accessing readings and submitting work electronically:

All readings for this course are available online, through *Connect*. **There is no printed course reader.**

Readings are available by clicking the hyperlinks (for off-campus access you may need to be using VPN and must be logged onto your CWL account) **and** under the “Library Course Reserve” tab, under the “Content” tab in *Connect*.

**It is your responsibility to ensure that you have the readings for any given week ahead of time, even in the event that *Connect* is not operating properly.** For this reason I recommend that you download the readings in advance. You may choose to print your readings or not. All of the readings are available to you on *Connect* as of the first day of the course.

You are also to **submit all assignments for this course electronically, using *Connect*.** I do not accept paper copies of assignments. I will mark and return your assignments to you electronically as well.

#### 5. Copyright

Students should familiarize themselves with, and comply with, UBC’s Copyright Guidelines and applicable copyright laws. See: <http://copyright.ubc.ca>

#### 6. Late assignments and extensions:

The evaluation for this course is pass/fail. In a professional course, my expectation is that you will submit assignments on time. Excessively late assignments are at risk of receiving a failing grade. If you submit two late assignments, **I will file an Interim Report with the Teacher Education Office.** Late presentations will not be accepted and supplemental work may be required.

However, I have a liberal extension policy for written work. (No extensions will be granted for presentations because of our packed schedule.) For written work, you may ask for any extension you wish, provided that you meet the following requirements: (a) You must write to me in advance, a minimum of 2 days is required, to request an extension; (b) You must pick the new due date for your assignment – you may choose any due date you wish – and inform me of that date; (c) You must submit your assignment by the new due date, as no further extensions will be granted.

Note: Except under exceptional circumstances, I will **not grant extensions that carry over into the practice teaching bloc.**



## Course Schedule, Topics, and Readings

<b>Introduction: The First Day of School.</b>	
	<i>Wednesday, September 9<sup>th</sup>, 2015</i>
<b>Topic</b>	<b>The first day of school.</b>
<b>Theme 1: Purposes of education and schooling.</b>	
	<i>Monday, September 14<sup>th</sup>, 2015.</i>
<b>Topic</b>	<b>The preparation of teachers</b>
<b>Guiding Questions</b>	What does it mean to learn to teach school?
<b>Readings</b>	Please read, <b><u>required:</u></b>  1. Labaree, D.F. Teacher Ed in the Present: The Peculiar Problems of Preparing Teachers. In D.F. Labaree, <i>The Trouble With Ed Schools</i> (pp. 39-61). New Haven, CT: Yale University Press, 2004. <a href="http://ezproxy.library.ubc.ca/login?url=http://site.ebrary.com/lib/ubc/detail.action?docID=10169975">http://ezproxy.library.ubc.ca/login?url=http://site.ebrary.com/lib/ubc/detail.action?docID=10169975</a>
	<i>Wednesday, September 16<sup>th</sup>, 2015.</i>
<b>Topic</b>	<b>The Origins of Schooling: The Way it Was, The Way it Had to Be?</b>
<b>Guiding Questions</b>	Why do we have the schools we do today? What does the past tell us? How could things be different? What opportunities were missed in the past that could have made the present so much different than it is today?
<b>Readings</b>	Please read, <b><u>required:</u></b>  1. Barman, J. The Emergence of Educational Structures in Nineteenth-Century British Columbia. In J. Barman and M. Gleason eds., <i>Children, Teachers and Schools in the History of British Columbia</i> 2 <sup>nd</sup> ed (pp. 13-35). Calgary: Detselig, 2003. <b>E-reserve.</b> (Click “Library Course Reserves in <i>Connect</i> for all E-reserve items.)  2. Barman, J. Schooled for Inequality: The Education of British Columbia Aboriginal Children,” in J. Barman, N.S. Sutherland, & J.D. Wilson eds., <i>Children, Teachers and Schools in the History of British Columbia</i> (pp. 57-80). Calgary: Detselig, 1995). <b>E-reserve.</b>
	<i>Monday, September 21<sup>st</sup>, 2015. Library session. Meet at Scarfe 1007.</i>
	<i>Wednesday, September 23<sup>rd</sup>, 2015.</i>



<b>Topic</b>	<b>The Origins of Schooling: Competing purposes.</b>
<b>Guiding Questions</b>	What competing purposes did public schools serve in Canadian society in the past/ what interests do they serve today? Whose purposes are served well, whose purposes are not? What are the implications for teachers of competing purposes of schooling?
<b>Readings</b>	Please read, <b>required:</b>  1. Osborne, K. (2008). Education and schooling: A relationship that can never be taken for granted. In D. Coulter & J.R. Wiens (Eds.), <i>Why do we educate? Renewing the conversation</i> (Vol. 1, pp. 21-41). Boston: Blackwell. <a href="http://ezproxy.library.ubc.ca/login?url=http://onlinelibrary.wiley.com/doi/10.1111/j.1744-7984.2008.00128.x/pdf">http://ezproxy.library.ubc.ca/login?url=http://onlinelibrary.wiley.com/doi/10.1111/j.1744-7984.2008.00128.x/pdf</a>
<b>Theme 2: Conceptions of social justice.</b>	
<i>Monday, September 28<sup>th</sup>, 2015.</i>	
<b>Topic</b>	<b>History of Progressive, Alternative, and Social Justice Education</b>
<b>Guiding Questions</b>	What are the elements of the educational philosophy that the author of each piece articulates? Do you see elements of that philosophy in discussions about schooling today? Explain.
<b>Readings</b>	Please read, <b>required:</b>  1. Counts, G. (1932). Dare the school build a new social order? In D.J. Flinders and S.J. Thornton, Eds. <i>The curriculum studies reader</i> (pp. 29-35). New York: RoutledgeFarmer. <a href="http://ezproxy.library.ubc.ca/login?url=http://www.tandfebooks.com/doi/view/10.4324/9780203017609">http://ezproxy.library.ubc.ca/login?url=http://www.tandfebooks.com/doi/view/10.4324/9780203017609</a>  2. Neill, A.S. (1960). Idea of Summerhill. In A.S. Neil author, and A. Lamb, ed. <i>Summerhill School</i> (pp. 8-15) (and brief accompanying introduction paragraph). New York: St. Martin's Press. <b>E-reserve.</b>  3. Osborne, K. (1988). (Excerpts) Rethinking Educational Goals. <i>Educating Citizens: A Democratic Socialist Agenda for Canadian Education</i> (pp. 15-17, 23-27). Toronto: Our Schools/Our Selves. <b>E-reserve.</b>
<i>Wednesday, September 30<sup>th</sup>, 2015.</i>	
<b>Topic</b>	<b>Theory of Social justice in education.</b>
<b>Guiding Questions</b>	Please read, <b>required:</b>  What are the key features of different notions of social justice today? What are



	<p>the implications of these notions of social justice for schooling as a way of achieving equity in Canadian society?</p> <p>What is equality, what is equity, and how are they the same and different? How do they relate to social justice?</p>
<b>Readings</b>	<p>Please read, <b><u>required:</u></b></p> <ol style="list-style-type: none"> <li>Gale, T. &amp; Densmore, T. (2000). Chapter 2: Playing fair: who gets what and why? In <i>Just schooling: Explorations in the cultural politics of teaching</i> (pp. 8-29). Buckingham: Open University Press. <b>E-reserve.</b> (Click “Library Course Reserves in <i>Connect</i> for all E-reserve items.)</li> </ol> <p>Read, <b><u>optional:</u></b></p> <ol style="list-style-type: none"> <li>Kelly, D. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. <i>Our Schools/Our Selves</i>, 21(2), 135-154. Available: <a href="http://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2012/02/osos106_Teaching_Social_Justice.pdf">http://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2012/02/osos106_Teaching_Social_Justice.pdf</a></li> </ol>
	<b>Monday, October 5<sup>th</sup>, 2015.</b>
<b>Topic</b>	<b>Different ways in which teachers have approached social justice issues, Part I.</b>
<b>Guiding Questions</b>	<p>How have teachers attempted to teach about issues of inequality and inequity?</p> <p>What can social justice look like in the classroom?</p>
<b>Readings</b>	<p><u>You will sign up <b>in advance</b> to read one of the following for an in-class activity:</u></p> <ol style="list-style-type: none"> <li>Cherian, F. (2001). Really teaching social justice. <i>Orbit</i>, 31(4), 54-58. Available: <a href="http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/213733581/E5F12458758C4555PQ/17?accountid=14656">http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/213733581/E5F12458758C4555PQ/17?accountid=14656</a></li> <li>Cummins, J., Bismilla, V., Cohen, S., Giampapa, F., &amp; Leoni, L. (2006). Timelines and lifelines: Rethinking literacy instruction in multilingual classrooms. <i>Orbit</i>, 36(1), 22-26. Available: <a href="http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/213736843/40E85996DBC444D1PQ/10?accountid=14656">http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/213736843/40E85996DBC444D1PQ/10?accountid=14656</a></li> <li>Dean, J. (2007). Living algebra, living wage: 8th graders learn from real-world math lessons. <i>Rethinking Schools</i>, 21(4). <b>E-reserve.</b> (Click “Library Course Reserves in <i>Connect</i> for all E-reserve items.)</li> <li>Espinosa, L. (2003). Seventh graders and sexism. <i>Rethinking Schools</i>,</li> </ol>



	<p>17(3), 1-9.</p> <p><b>E-reserve.</b> (Click “Library Course Reserves in <i>Connect</i> for all E-reserve items.)</p> <p>5. Solomon, S., &amp; Russell, V. (2004). Addressing homophobic bullying in the elementary classroom. <i>Orbit</i>, 34(2), 24-28. Available:  <a href="http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/213737132">http://ezproxy.library.ubc.ca/login?url=http://search.proquest.com/docview/213737132</a></p>
	<i>Wednesday, October 7<sup>th</sup>, 2015</i>
<b>Topic</b>	<b>Different ways in which teachers have approached social justice issues, Part II</b>
<b>Guiding Questions</b>	What is your social justice approach? What is the content? What is the pedagogy? Why?
<b>Readings</b>	Continuation of Monday, October 5 <sup>th</sup> .
 <b>** First assignment due, Friday, October 9<sup>th</sup>, 2015, no later than 11:59PM. Submitted on Connect. **</b>	
	<i>Monday, October 12<sup>th</sup>, 2015</i> <i>Thanksgiving. No class.</i>
	<i>Wednesday, October 14<sup>th</sup>, 2015</i>
<b>Topic</b>	<b>Who Are the Students?</b>
<b>Guiding Questions</b>	Who are the students? How do you find out who they are? Why should you?
<b>Readings</b>	<p>Please read, <b><u>required:</u></b></p> <ol style="list-style-type: none"> <li>1. Kozol, J. (1967, 1985). Chapter Eleven (pp. 109-119). <i>Death at An Early Age</i>, new ed. New York: Plume.</li> <li>2. Osborne, K. (1999). Chapter 9. The Lives of Students (pp. 123-131). <i>Education: A Guide to the Canadian School Debate -- Or, Who Wants What and Why?</i> Toronto/Montreal: Penguin/McGill Institute.</li> </ol>
	<i>Monday, October 19<sup>th</sup>, 2015</i>
<b>Topic</b>	<b>Learning and Not-Learning: Non-Conformism</b>
<b>Guiding Questions</b>	Does it make sense for “the lads” to act the way they do? Why or why not? Give examples.



	How do working class kids get working class jobs?
<b>Readings</b>	Please read, <b>required:</b>  1. Willis, P. (1977) Excerpts (pp. 11-22, 52-58, 99-101, 106-113). <i>Learning to Labor: How Working Class Kids Get Working Class Jobs</i> . New York: Columbia Press. <b>E-reserve</b>
	<i>Wednesday, October 21<sup>st</sup>, 2015</i>
<b>Topic</b>	<b>Learning and Not-Learning: Creative Maladjustment</b>
<b>Guiding Questions</b>	What is your philosophy of not-learning?
<b>Readings</b>	Please read, <b>required:</b>  1. Kohl, H. (1994). I Won't Learn From You (pp. 1-32). <i>I Won't Learn from You and Other Thoughts on Creative Maladjustment</i> . New York: New Press. <b>E-reserve</b>
	<i>Monday, October 26<sup>th</sup>, 2015</i>
<b>Topic</b>	<b>Diversity in Canadian Society and Education</b>
<b>Guiding Questions</b>	When we claim that Canadian society is diverse, what assumptions about individuals and groups of people are we making? What kind of education does a diverse society require?
<b>Readings</b>	Please read, <b>required:</b>  1. Harper, H. (1997). Difference and diversity in Ontario schooling. <i>Canadian Journal of Education</i> , 22(2), 192-206. Available: <a href="http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/1585907">http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/1585907</a>  2. Ghosh, R. & Abdi, A.A. Multicultural Policy and Multicultural Education: A Canadian Case Study (pp. 91-139). In R. Ghosh and A.A. Abdi, <i>Education and the politics of difference: Canadian perspectives</i> . Toronto: Canadian Scholar's Press. 2004. <a href="http://ezproxy.library.ubc.ca/login?url=http://books2.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2010-12-16/1/10191696">http://ezproxy.library.ubc.ca/login?url=http://books2.scholarsportal.info/viewdoc.html?id=/ebooks/ebooks0/gibson_crkn/2010-12-16/1/10191696</a>
	<i>Wednesday, October 28<sup>th</sup>, 2015</i>
<b>Topic</b>	<b>Race as disadvantage and race as privilege in education.</b>
<b>Guiding Questions</b>	What are some of the different ways of talking about race and racism? You may use examples from education or from other Canadian contexts.
<b>Readings</b>	Please read, <b>required:</b>



	<p>1. Orłowski, P. (2008). ‘That would certainly be spoiling them’: Liberal discourses of social studies teachers and concerns about Aboriginal students. <i>Canadian Journal of Native Education</i>, 31(2), 110-111, 116-129. (<b>Skip the sections:</b> “Settings and Methods,” “Framing the Study,” “Racial Discourses,” “Canadian Multiculturalism: A Brief Overview,” “The B.C. Social Studies Curriculum as Context,”; <b>Resume reading with:</b> “Teachers’ Attitudes.”) Available: <a href="http://proquest.umi.com/pqdweb?did=1748634321&amp;sid=1&amp;Fmt=2&amp;clientId=6993&amp;RQT=309&amp;VName=PQD">http://proquest.umi.com/pqdweb?did=1748634321&amp;sid=1&amp;Fmt=2&amp;clientId=6993&amp;RQT=309&amp;VName=PQD</a></p> <p>2. McIntosh, P. (1989). “White Privilege: Unpacking the Invisible Knapsack,” <i>Peace and Freedom</i> (July-August), n.p. (5 pages). <a href="https://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf">https://www.isr.umich.edu/home/diversity/resources/white-privilege.pdf</a></p>
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**School based orientation practicum, November 2<sup>nd</sup> to November 13<sup>th</sup>, 2015.**  
**No class.**

**Good luck on your first practice teaching bloc!**

**Theme 3: Education policy and teaching.**

**Monday, November 16<sup>th</sup>, 2015**

<b>Topic</b>	<b>Policy, values, teacher roles</b>
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<b>Guiding Questions</b>	<p>What is policy? Why are values important to understanding which policies become accepted in school settings?</p> <p>Do teachers make policy and practice? Only practice? Neither?</p>
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<b>Readings</b>	<p>Please read, <b>required:</b></p> <p>1. Gale, T. &amp; Densmore, K. (2003). Chapter 3: Policy: the authoritative allocation of values. In <i>Engaging teachers: Towards a radical democratic agenda for schooling</i> (pp. 36-53). Maidenhead: Open University Press.</p> <p><b>E-reserve.</b></p>
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**Wednesday, November 18<sup>th</sup>, 2015**

<b>Topic</b>	<b>Educational policy trends in BC: Foundation Skills Assessment (FSAs)</b>
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<b>Guiding Questions</b>	<p>What are the various ways in which assessment has/can be used as a political, policy, and/or practical tool?</p>
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<b>Readings</b>	<p>Please read, <b>required:</b></p> <p>1. Reese, W.J. (2013). Festivals of Learning (pp. 8-37). <i>Testing Wars in</i></p>
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	<p><i>the Public Schools: A Forgotten History</i>. Cambridge, MA: Harvard University Press.</p> <p>2. British Columbia Teachers' Federation. (2007). <i>What really counts! Rethinking accountability</i>. (2 pages) <b>PDF on Connect site.</b></p> <p>3. Dodsall, E. (2007). Foundation skills assessment: What is all the fuss about? <i>Report on Education from the Deputy Minister of Education</i>. (2 pages) Retrieved from <a href="http://blogs.ubc.ca/newproposals/files/2009/03/dmreportapr271.pdf">http://blogs.ubc.ca/newproposals/files/2009/03/dmreportapr271.pdf</a></p>
	<b>Monday, November 23<sup>rd</sup>, 2015</b>
<b>Topic</b>	<b><i>Educational policy trends in BC: Corporate Involvement</i></b>
<b>Guiding Questions</b>	How much involvement should corporations have in schools? Why? – justify your answer.
<b>Readings</b>	<p>Please read, <b><u>required:</u></b></p> <p>1. Cowley, P. (2007, September). Should schools accept corporate funding? <i>Fraser Forum</i>, 5, 9. Available: <a href="http://ezproxy.library.ubc.ca/login?url=http://proquest.umi.com/pqdweb?did=1337987541&amp;sid=7&amp;Fmt=4&amp;clientId=6993&amp;RQT=309&amp;VName=PQD">http://ezproxy.library.ubc.ca/login?url=http://proquest.umi.com/pqdweb?did=1337987541&amp;sid=7&amp;Fmt=4&amp;clientId=6993&amp;RQT=309&amp;VName=PQD</a></p> <p>2. Saltman, K. J. (2004). Coca-Cola's global lessons: From education for corporate globalization to education for global justice. <i>Teacher Education Quarterly</i>, 31(1), 155-172. (<b>Read to end of 162 only.</b>) Available: <b>E-reserve.</b></p>
<b>Theme 4:</b>	<b><i>Teacher inquiry and action</i></b>
	<b>Wednesday, November 25<sup>th</sup>, 2015</b>
<b>Topic</b>	<b>Teacher inquiry, teachers as researchers, teachers as activists, I</b>
<b>Guiding Questions</b>	<p>What are the options for teachers to negotiate, accommodate, ameliorate, and communicate educational policies and practices? (e.g., teacher as researcher, teacher as activist)</p> <p>What are the possibilities for teachers to participate in alternative sites of learning (outside of schools)? What are the benefits and drawbacks to this participation?</p>
<b>Readings</b>	<p>Please read, <b><u>required:</u></b></p> <p>1. Hargreaves, A. (1996). Transforming knowledge: Blurring the boundaries between research, policy, and practice. <i>Educational Evaluation and Policy Analysis</i>, 18(2), 105-122.</p>

	<a href="http://ezproxy.library.ubc.ca/login?url=http://epa.sagepub.com/content/18/2/105.full.pdf+html">http://ezproxy.library.ubc.ca/login?url=http://epa.sagepub.com/content/18/2/105.full.pdf+html</a>
<b>Task</b>	Forming groups and beginning to work on Assignment #2
	<i>Monday, November 30<sup>th</sup>, 2015</i>
<b>Topic</b>	<b>Teacher inquiry, teachers as researchers, teachers as activists, II.</b>
	Continuation of Monday, November 25 <sup>th</sup> activities.
	<i>Wednesday, December 2<sup>nd</sup>, 2015</i>
<b>Topic</b>	<b>Group inquiry into social justice and educational policy in BC (<u>Group presentation day #1.</u>)</b>
<b>Guiding Questions</b>	<b><u>Note-taking guide for other groups' presentations:</u></b> What are the dominant or pressing, social justice issues in BC schooling? In what ways are these social justice issues evident (or not) in a selected BC educational policy?
	<i>Monday, December 7<sup>th</sup>, 2015</i>
<b>Topics</b>	<b>Teacher inquiry, teachers as researchers, teachers as activists (<u>Group Presentation day #2</u>)</b>
<b>Guiding Questions</b>	<b><u>Note-taking guide for other groups' presentations:</u></b> What are the dominant or pressing, social justice issues in BC schooling? In what ways are these social justice issues evident (or not) in a selected BC educational policy?
 <b>** Second assignment due, presentation (on Dec. 2<sup>nd</sup> or 7<sup>th</sup>) and peer evaluation due no later than 11:59PM. Submitted on Connect. **</b>	
<b>Theme 5: Dimensions of the media representation process.</b>	
	<i>Wednesday, December 9<sup>th</sup>, 2015</i>
<b>Topic</b>	Images of teachers in popular culture and the construction of teaching identities, Part 1.
<b>Guiding Questions</b>	What images of teachers exist in popular culture? Do these representations influence educators' constructions of teacher identity and expectations? How? Who is your favourite movie or TV teacher? Why? <b>Fill out the favourite teacher on film playing card (on the Connect site).</b>



<b>Readings</b>	<p>Please read <i>one</i>, <b>required</b>:</p> <ol style="list-style-type: none"> <li>1. Raimo, Angela, Devlin-Scherer, Roberta, &amp; Zinicola, Debra. (2002). Learning about teachers through film. <i>Educational Forum</i>, 66(4), 314-323. <a href="http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/00131720208984850">http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1080/00131720208984850</a></li> <li>2. Beyerbach, Barbara. (2005). The social foundations classroom: Themes in sixty years of teachers in film: Fast Times, Dangerous Minds, Stand on Me. <i>Educational Studies: A Journal of the American Educational Studies Association</i>, 37(3), 267-285. <a href="http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1207/s15326993es3703_5">http://ezproxy.library.ubc.ca/login?url=http://www.tandfonline.com/doi/pdf/10.1207/s15326993es3703_5</a></li> <li>3. Robertson, Judith. (1997). Fantasy's Confines: Popular Culture and the Education of the Female Primary School Teacher," <i>Canadian Journal of Education</i>, 22(2), 123-143. <a href="http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/1585903">http://ezproxy.library.ubc.ca/login?url=http://www.jstor.org/stable/1585903</a></li> </ol>
<b>Monday, December 14<sup>th</sup>, 2015</b>	
<b>Topic</b>	Images of teachers in popular culture and the construction of teaching identities, Part 2
<b>Guiding Questions</b>	<p>How does this film represent the teacher (Mr. Dunne, aka. Ryan Gosling) compared to how the teacher is represented in other "teacher movies"?</p> <p>How does it represent schools compared to how schools are represented in other teacher movies?</p>
<b>Readings</b>	<b>Film in class, part 1,:</b> <i>Half Nelson</i> (R. Fleck and A. Boden, 2006)
<b>Wednesday, December 16<sup>th</sup>, 2015</b>	
<b>Topic</b>	Images of teachers in popular culture and the construction of teaching identities, Part 3
<b>Guiding Questions</b>	<p>How does this film represent the teacher (Mr. Dunne, aka. Ryan Gosling) compared to how the teacher is represented in other "teacher movies"?</p> <p>How does it represent schools compared to how schools are represented in other teacher movies? (Class discussion portion.)</p>
<b>Readings</b>	<b>Film in class, part 2,:</b> <i>Half Nelson</i> (R. Fleck and A. Boden, 2006).
<div style="text-align: center;">  <p><b>** Third assignment due, December 18<sup>th</sup>, 2015, no later than 11:59PM. Submitted on Connect. **</b></p> </div>	

**Readings**

- Barakett, J. & Cleghorn, A. (2008). Chapter 2: Theories of schooling and society. In *Sociology of education: An introductory view from Canada* (2<sup>nd</sup> ed.) (pp.34-56). Toronto: Pearson Prentice Hall. .
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- 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.
- Furman, G.C. & Gruenewald, D.A. (2004). Expanding the landscape of social justice: A critical ecological analysis. *Educational Administration Quarterly*, 40(1), 47-76. doi: 10.1177/0013161X03259142
- Gale, T. & Densmore, T. (2000). Chapter 2: Playing fair: who gets what and why? In *Just schooling: Explorations in the cultural politics of teaching* (pp. 8-29). Buckingham: Open University Press.
- Gale, T. & Densmore, K. (2003). Chapter 3: Policy: the authoritative allocation of values. In *Engaging teachers: Towards a radical democratic agenda for schooling* (pp. 36-53). Maidenhead: Open University Press.



- Gewirtz, S., & Cribb, A. (2002). Plural conceptions of social justice: Implications for policy sociology. *Journal of Education Policy*, 17(5), 499-509. doi: 10.1080/02680930210158285
- Gillies, D. (2008). Quality and equality: the mask of discursive conflation in education policy texts. *Journal of Education Policy*, 23(6), 685-699.
- Hargreaves, A. (1996). Transforming knowledge: Blurring the boundaries between research, policy, and practice. *Educational Evaluation and Policy Analysis*, 18(2), 105-122. doi: 10.3102/01623737018002105
- Harper, H. (1997). Difference and diversity in Ontario schooling. *Canadian Journal of Education*, 22(2), 192-206.
- Gewirtz, S., & Cribb, A. (2002). Plural conceptions of social justice: Implications for policy sociology. *Journal of Education Policy*, 17(5), 499-509. doi: 10.1080/02680930210158285
- Gale, T. & Densmore, T. (2000). Chapter 2: Playing fair: who gets what and why? In *Just schooling: Explorations in the cultural politics of teaching* (pp. 8-29). Buckingham: Open University Press.
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- Kelly, D. (2012). Teaching for social justice: Translating an anti-oppression approach into practice. *Our Schools/Our Selves*, 21(2), 135-154. Available: [http://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2012/02/osos106\\_Teaching\\_Social\\_Justice.pdf](http://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2012/02/osos106_Teaching_Social_Justice.pdf)
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- Valli, L., & Chambliss, M. (2007). Creating classroom cultures: One teacher, two lessons, and a high-stakes test. *Anthropology & Education Quarterly*, 38(1), 57-75.
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- Westheimer, J. (2005). Dogmatic dogma: there is no one-size-fits-all approach to schooling for democracy. *Our Schools/ Our Selves*, 15(1), 25-40.

## Web Resources

British Columbia Teacher Regulation Branch



Available at: <http://www.bcteacherregulation.ca/>

British Columbia Teachers' Federation

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

British Columbia Ministry of Education (2001). *BC performance standards. Social responsibility: a framework*. Victoria: British Columbia Ministry of Education.

Available at: [http://www.bced.gov.bc.ca/perf\\_stands/social\\_resp.htm](http://www.bced.gov.bc.ca/perf_stands/social_resp.htm).

British Columbia Ministry of Education (2004). *Diversity in BC schools: a framework*. Victoria: British Columbia Ministry of Education.

Available at: [http://www.bced.gov.bc.ca/diversity/diversity\\_framework.pdf](http://www.bced.gov.bc.ca/diversity/diversity_framework.pdf)

British Columbia Ministry of Education (2006). *Shared learnings: Integrating BC Aboriginal content K-10*. Victoria: British Columbia Ministry of Education.

Available at: <http://www.bced.gov.bc.ca/abed/shared.pdf>.

British Columbia Ministry of Education (2007). *Environmental learning and experience: an interdisciplinary guide for teachers*. Victoria: British Columbia Ministry of Education.

Available at: [http://www.bced.gov.bc.ca/environment\\_ed/](http://www.bced.gov.bc.ca/environment_ed/)

British Columbia Ministry of Education (2008). *Making space: Teaching for diversity and social justice throughout the K-12 curriculum*. Victoria: British Columbia Ministry for Education.

Available at: [http://www.bced.gov.bc.ca/irp/program\\_delivery/ss.htm](http://www.bced.gov.bc.ca/irp/program_delivery/ss.htm)

Canadian Policy Research Network's Diversity Gateway

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

Canadian Centre for Policy Alternatives

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

Eduwonk blog

Available at: <http://www.eduwonk.com/>

Kids Canada Policy Digest

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

Rethinking Schools Online

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

The Fraser Institute

Available at: <http://www.fraserinstitute.ca/>



## Evaluation Criteria and Assignments

The course is graded on a pass/fail basis. In a professional faculty, passing a course entails both good academic performance as well as active participation in learning activities (i.e. contributions to the class, exemplary attendance, and punctuality). Students are expected to meet all criteria to receive a passing mark in the course. Reminder: a passing mark in the Teacher Education Program is B+ (76%) or higher. In cases where students fail to meet expected standards, they will have the opportunity to revise and resubmit the written assignments. There are three assignments for this course.

## Course Evaluation

### Summary:

Assignment One: 35 percent.

Assignment Two: 35 percent.

Assignment Three: 30 percent.

### I. Assignment One. Essay.

**Weighting: 35%**

#### Essay.

**Due:** no later than Friday, October 9th, 2015 at 11:59PM. Submitted electronically on Connect.

**Length, style, and presentation:** 1500 words, double-spaced. Include references in Chicago, APA, or MLA format (i.e. footnotes or parenthetical references) and a bibliography. Attach a title page. On the title page, type your name **and re-type your thesis statement or argument** (i.e. copy it from the body of your essay).

Drawing on the discussions in class during this course and ideas in readings, construct a 1500-word essay response to any **ONE** of the following questions. Your essay response must take a position **and include a clear and concrete argument or thesis statement**. (It is perfectly acceptable to write “*In this essay, I will argue...*” or “*My argument is...*”) You must make direct reference to the appropriate readings. Each question is designed around a course theme that we will have covered by October 7<sup>th</sup>, 2015. In answering your question, however, you may draw on ideas and readings covered under both of the first two themes. You may, if you wish, do additional research for this essay as well, although this is not required.

- i. *How well do public schools serve different and competing interests? (Theme 1.)*
- ii. *What are the essential features of social justice in education? (Theme 2.)*

### Assessment Criteria



*Pass:* (1) well written (logically organized, good paragraphing; concise; proofread for grammar and spelling); (2) **clear argument or thesis statement**; (3) supports claims with citations from the document and examples and claims are appropriately referenced (e.g. footnotes or parenthetical references); all works referenced are listed in the bibliography; (4) demonstrates a synthesis of course concepts and themes and makes connections to pertinent course readings and class discussions; (5) highlights your insights and conclusions; (6) respects the requirements for length, title page, etc.

*Fail:* (1) poorly written (recurring errors of grammar, spelling; lacks paragraphs; verbose or wordy); (2) **No argument/thesis statement**, or argument not clear. (3) lacks supporting claims, or claims not properly cited; (4) fails to demonstrate comprehension or application of course content, including class discussions and appropriate readings; (5) does not provide insights, conclusions; (6) does not respect the requirements for length, title page, etc.

## **II. Assignment Two. Group inquiry into social justice and educational policy in BC and presentation**

**Weighting: 30% assignment, 5% peer evaluation.**

### **Group presentation**

**Presented:** either on Wednesday December 2<sup>nd</sup>, or Wednesday, December 7<sup>th</sup>, in class. (Peer evaluation due: day of your presentation. Submitted electronically on Connect.)

Increasingly teachers are required to translate changes in educational policy and practice for a variety of audiences, including other teachers, parents, and community groups.

Select a BC educational policy that you think has some relevance to social justice (e.g., special education/ inclusion, accountability, independent school funding, Gay-Straight alliances, ELL policy).

**Develop a 15-minute presentation on this policy that:**

- Describes and explains the policy concisely in plain, non-technical language.
- Evaluates the policy from a social justice standpoint. **Develop an evaluation statement and make sure that you make it explicitly clear during your presentation.**

**Submit your peer evaluation.**

### Assessment Criteria for Assignment Two:

*Pass:* (1) examines a BC-related educational policy and with reference to social justice; (2) presentation easy to follow (concisely describes the policy and develops and makes explicit an evaluation statement) (3) provides examples and explanations based on course readings.



*Fail:* (1) does not examine BC policy and/ or neglects social justice mention; (2) presentation is disorganized, has no point, is not easy to follow (does not concisely describe the policy and does not develop and present an evaluation statement) (3) lacks examples based on course reading; (4) lacks transitions between thoughts or lacks coherence.

### **III. Assignment Three. Film Review**

**Weighting: 30%**

**Due:** no later than December 18<sup>th</sup>, 2015, at 11:59PM. Submitted electronically on Connect.

**Length, style, and presentation:** 800-1000 words (typed, double spaced). Include references in Chicago, APA, or MLA format (i.e. footnotes or parenthetical references) and a bibliography. Attach a title page. On the title page, type your name and **re-type your thesis statement or argument** (i.e. copy it from the body of your essay).

**Important note:** A critical film review is not a plot summary of the film. Do not summarise the plot. (Assume that I know the plot because I have seen the film; in almost every case, I have.) Rather, pick out the most important parts of the film for your analysis and centre on those. Make sure that your film review has a thesis and is argument-driven.

Some questions you may wish to ponder. (Your review need not answer all of them.) What messages does the film send about schools, teachers, students? What representations does the film use to send these messages? What are the politics behind the film? What response do you believe it is intended to solicit in its audience?

In answering these questions you must make reference to at least one of the three articles assigned for the class on December 9<sup>th</sup>, 2015.

Please select from the following list of films. If you wish to use a film not on this list, you may do so, as long as you consult with me ahead of time and I approve your choice.

*Blackboard Jungle* (1955).  
*Dangerous Minds* (1999).  
*Dead Poet's Society* (1989).  
*Freedom Writers* (2007).  
*Lean on Me* (1988).  
*Mr. Holland's Opus* (1996).  
*Music of the Heart* (1999).  
*Stand and Deliver* (1988).  
*The Prime of Miss Jean Brodie* (1969).  
*To Sir, With Love* (1967).  
*Up The Down Staircase* (1967).



*Whiplash* (2014).

*Won't Back Down* (2012).

Assessment Criteria for Assignment:

*Pass:* (1) well written (logically organized, good paragraphing; concise; proofread for grammar and spelling); (2) **clear argument or thesis statement**; (3) supports claims with citations from the document and examples and claims are appropriately referenced (e.g. footnotes or parenthetical references); all works referenced are listed in the bibliography; (4) demonstrates a synthesis of course concepts and themes and makes connections to pertinent course readings and class discussions; (5) highlights your insights and conclusions; (6) respects the requirements for length, title page, etc.

*Fail:* (1) poorly written (recurring errors of grammar, spelling; lacks paragraphs; verbose or wordy); (2) **No argument/thesis statement**, or argument not clear. (3) lacks supporting claims, or claims not properly cited; (4) fails to demonstrate comprehension or application of course content, including class discussions and appropriate readings; (5) does not provide insights, conclusions; (6) respects the requirements for length, title page, etc.

**Relation of course to Standards for Educators in BC (Teacher Regulation Branch)**

The readings, class discussions, and assignments in this course primarily contribute to teacher candidates' attainment of Standard 6: *Educators have a broad knowledge base and understand the subject areas they teach*. This standard indicates that "Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society."

The course helps teacher candidates understand the differing views regarding the purposes of education. Second, it enhances their awareness of current policy debates in education. Third, it helps them to explore and understand the types of institutional and attitudinal barriers that certain groups in Canadian society have experienced and how these barriers have hindered full and equitable participation in schooling. Fourth, it helps them understand the current media landscape and the implications for teaching democratic citizenship. Given the pervasiveness and influence of media in our daily lives, beginning teachers need to consider them alongside public schooling as sites of education and miseducation of children and youth. The course helps teacher candidates to explore how news and entertainment media serve as informal public pedagogies of citizenship, consumer culture, and identity formation for children and youth. This course also contributes to teacher candidates' attainment of Standard 8: *Educators contribute to the profession*. It includes a unit on "Educational policy and teaching" as well as a unit on "Teacher inquiry and action," where teacher candidates have the opportunity to explore the idea of teacher leadership and the role of teachers as "knowledge translators."