



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

Winter Term 1. (2018)

Mondays & Wednesdays

**September 4<sup>th</sup> to November 9<sup>th</sup>: 10:30 AM to 12:00 PM**

**November 26<sup>th</sup> to December 7<sup>th</sup>: 10:30 AM to 12:30 PM**

Scarfe 207

**Instructor:** Dr. Jason Ellis

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### **Description**

This course provides students in the teacher education program with opportunities to learn about the context and nature of schooling as a key institution in a pluralist and democratic society. The course aims as well 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 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 the 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 relationships 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 the different conceptions and practice of social justice in schools;
4. Understand the connections 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 mini-lectures, small group in-class activities, and discussion of assigned readings.

### **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 may ask students to attach the first draft of their assignment and highlight the changes they have made. 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 (TEO) 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://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program/> (look under “Program Accommodations”). 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: <http://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program/>

And, the UBC Academic Calendar entry for "Discipline for Academic Misconduct":

<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,0>

## 3. Attendance and Class Participation

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

The Teacher Education Office (TEO) attendance policy:

<http://teach.educ.ubc.ca/students/attendance/>

Note: students must notify the TEO as soon as possible about any absence. The TEO will send a copy of your Absence Report Form to you. You must forward the form to me. I will report any unexcused absences (absences where I do not receive an Absence Report Form) to the TEO.

**Unsatisfactory attendance may result in a "Fail" or being required to withdraw from the course.**

## 4. Accessing readings and submitting work electronically:

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

Readings are available by clicking the hyperlinks in *Canvas* (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 *Canvas*.

**It is your responsibility to ensure that you have the readings for any given week ahead of time, even in the event that *Canvas* 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 *Canvas* as of the first day of the course.



You are also to **submit all assignments for this course electronically, using Canvas.** 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.**

## **Evaluation Criteria and Assignments**

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 12th, 2018 at 11:59PM. Submitted electronically on Canvas.

**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** (i.e. copy it from the body of your essay).

Drawing on class discussions and readings from this course, construct a 1500-word essay response to any **ONE** of the following questions. Your essay response must **include a 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 course readings in answering the question you choose to answer. Each question is designed around a course theme that we will have covered by October 10<sup>th</sup>, 2018. You may, if you wish, do additional research for this essay as well, although this is not required.

Questions (choose **one of three**):

- i. *Schools have been called upon to serve different and competing interests. What are some of those interests, and why can they be said to be competing?*
- ii. *What are the most important things teachers should know about “not-learning” and student “non-conformism”?*
- iii. *Schools have created opportunity and reproduced inequality. Using examples, state if—on balance—you think schools have created more opportunity, or reproduced more inequality? Or, have they done about the same amount of both?*

Assessment Criteria

*Pass:* (1) well written (logically organized, good paragraphing; concise; proofread for grammar and spelling); (2) **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 thesis statement**, or thesis statement 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. Presentation on social justice and educational policy in BC.

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

### Group presentation

**Presented:** either on Monday, November 5<sup>th</sup>, or Wednesday, November 7<sup>th</sup>, in class.  
(Peer evaluation due: day of your presentation. Submitted electronically on Canvas.)

Using the links to policies below, choose a specific BC educational policy that you think has some relevance to social justice:

<https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools>

<https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/independent-schools>

[https://www.vsb.bc.ca/District/Board-of-Education/Policy\\_Manual/Pages/default.aspx](https://www.vsb.bc.ca/District/Board-of-Education/Policy_Manual/Pages/default.aspx)

Develop a 15-minute presentation on your chosen policy that:

- Names, describes, and explains the policy concisely in plain, non-technical language.
- Gives at least one **historical example** of how issues the policy relates to were taken up—or not taken up—in schools in the past. (If there is no direct historical precedent for your policy, choose a historical example that is similar and sheds light on your policy as well.)
- Evaluates the policy from a social justice standpoint, using a recognized approach to education for social justice that we have studied in the course.

**Please don't forget to submit your peer evaluation on Canvas.**

### Assessment Criteria for Assignment Two:

*Pass:* (1) Addresses the three bulleted criteria; (2) presentation is easy to follow (points are clearly made; explanations, descriptions, and the like are concise and on topic; presentation is organized) (3) gives examples and explanations that are obviously based on knowledge developed in the course through assigned readings and class activities.

*Fail:* (1) Does not address all of the bulleted criteria, or addresses one or more of them incompletely; (2) presentation is not easy to follow (there appears to be no point; explanations are excessively long, or off topic) presentation is disorganized; (3) lacks examples and explanations from course knowledge, or examples and explanations apply course knowledge inaccurately.



### III. Assignment Three. Film Review

**Weighting: 30%**

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

**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** (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 summarize 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.

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 you believe it is intended to solicit in its audience?

In completing this assignment you must make reference to at least one of the three articles assigned for the class on Wednesday, November 28<sup>th</sup>, 2018.

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).  
*Glory Road* (2006).  
*Lean on Me* (1988).  
*Mona Lisa Smile* (2003).  
*Monsieur Lazhar* (2011).  
*Mr. Holland's Opus* (1996).  
*Music of the Heart* (1999).  
*Remember the Titans* (2000).  
*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 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 Canvasions 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 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)**

[https://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu\\_stds.pdf](https://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu_stds.pdf)

The readings, class discussions, and assignments in this course primarily relate to contribute to teacher candidates' attainment of:

- Standard 2. *Educators are role models who act ethically and honestly.* This standard calls on educators to “understand... the education system in BC... as it relates to their duties.”
- Standard 4. *Educators value the involvement and support of parents, guardians, families and communities in schools.* This standard calls on educators to “understand, respect and support the role of parents and the community in the education of students.”
- Standard 6. *Educators have a broad knowledge base and understand the subject areas they teach.* Educators meeting this standard must “understand the ... foundations of education” and are called upon to “convey the values, beliefs and knowledge of our democratic society.”



## Course Schedule, Topics, and Readings

	<b>Wednesday, September 5<sup>th</sup>, 2018</b>
<b>Topic</b>	<b>The first day of school—and of “ed” school</b>
<b>Guiding Questions</b>	----
<b>Readings</b>	Please read, <b>required:</b> <ol style="list-style-type: none"> <li>Lortie, D.C. Teacher perceptions of the induction process and General schooling and the apprenticeship of observation (pp. 61-67). In Lortie, <i>Schoolteacher: A Sociological study</i>. <b>E-reserve</b>. (Click the “Library Online Course Reserves” menu under the “Courses” icon in <i>Canvas</i> for all E-reserve items.)</li> </ol>
	<b>Monday, September 10<sup>th</sup>, 2018.</b>
<b>Topic</b>	<b>The preparation of teachers</b>
<b>Guiding Questions</b>	What does it mean to learn to teach school? How long does it take to become a good teacher?
<b>Readings</b>	Please read, <b>required:</b> <ol style="list-style-type: none"> <li>Labaree, D.F. Teacher ed in the present: The peculiar problems of preparing Teachers. In 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=https://www-jstor-org.ezproxy.library.ubc.ca/stable/j.ctt1njmnb.6?refreqid=excelsior%3Aa2b6136b2dbb66131876403d372e03df&amp;seq=1">http://ezproxy.library.ubc.ca/login?url=https://www-jstor-org.ezproxy.library.ubc.ca/stable/j.ctt1njmnb.6?refreqid=excelsior%3Aa2b6136b2dbb66131876403d372e03df&amp;seq=1</a></li> </ol>
	<b>Wednesday, September 12<sup>th</sup>, 2018.</b>
<b>Topic</b>	<b>The origins of compulsory schooling</b>
<b>Guiding Questions</b>	Why do we have the schools we do today? What does the past tell us? Why do children have to go to school? Was compulsory schooling a level terrain? If not, why not?
<b>Readings</b>	Please read, <b>required:</b> <ol style="list-style-type: none"> <li>Axelrod, P. Building the Educational State. In Axelrod <i>The Promise of Schooling: Education in Canada, 1800-1914</i> (pp. 24-43). <b>E-reserve</b>.</li> <li>Barman, J. Schooled for Inequality: The Education of British Columbia Aboriginal Children. In J. Barman, N.S. Sutherland, &amp; 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>.</li> </ol>



	<b>Monday, September 17th, 2018. Library session. Meet at Scarfe 1007.</b>
	<b>Wednesday, September 19<sup>th</sup>, 2018.</b>
<b>Topic</b>	<b>Aims of education</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? What is the Statement of Education Policy Order? How does it affect teachers' work?
<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>  2. Statement of Education Policy Order (Mandate for the School System). OIC 1280/89. 1 September 1989. Manual of School Law K-12. <a href="https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/oic_128089.pdf">https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/oic_128089.pdf</a> (8 pp.)
	<b>Monday, September 24<sup>th</sup>, 2018.</b>
<b>Topic</b>	<b>Who are students? and not-learning</b>
<b>Guiding Questions</b>	Who are the students? How do you (the teacher) find out who they are? Why should you? What is "not learning"?
<b>Readings</b>	Please read, <b>required:</b>  1. 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. <b>E-reserve.</b>  2. Kohl, H. (1994). I won't learn from you, excerpts (pp. 1-15). <i>I won't learn from you and other thoughts on creative maladjustment.</i> New York: New Press. <b>E-reserve.</b>
	<b>Wednesday, September 26<sup>th</sup>, 2018.</b>
<b>Topic</b>	<b>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><u>required:</u></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>
	<b><i>Monday, October 1<sup>st</sup>, 2018.</i></b>
<b>Topic</b>	<b>Social reproduction and opportunity</b>
<b>Guiding Questions</b>	Do schools reproduce inequality or do the manufacture opportunity? How do they do it? How much inequality or opportunity results directly from schooling? How can we know how much?
<b>Readings</b>	Please read, <b><u>required:</u></b>  1. Wotherspoon, T. (2014) Educational and social opportunity, excerpts (pp. 240-260, 285-287, 291-292). <i>The sociology of education in Canada</i> . 4 <sup>th</sup> ed. Don Mills: Oxford University Press. <b>E-reserve.</b>
	<b><i>Wednesday, October 3<sup>rd</sup>, 2018.</i></b>
<b>Topic</b>	<b>Diversity in the lens of social reproduction</b>
<b>Guiding Questions</b>	What forms of diversity in present in the Vancouver schools Zuberi describes? How are social reproduction and opportunity present in these schools? What school practices or policies are present that are causing or addressing reproduction and opportunity in these schools?
<b>Readings</b>	Please read, <b><u>required:</u></b>  1. Zuberi, D. Diversity in the classroom: Opportunities and challenges (pp. 24-60). In Zuberi, <i>Schooling the next generation: Creating success in urban elementary schools</i> . <a href="http://ezproxy.library.ubc.ca/login?url=https://books-scholarsportal-info.ezproxy.library.ubc.ca/uri/ebooks/ebooks3/utpress/2015-08-11/1/9781442620391">http://ezproxy.library.ubc.ca/login?url=https://books-scholarsportal-info.ezproxy.library.ubc.ca/uri/ebooks/ebooks3/utpress/2015-08-11/1/9781442620391</a>  2. Re-read box 8.3 in Wotherspoon, T. (2014). Educational and Social Opportunity from last week. <b>E-reserve.</b>
	<b><i>Monday, October 8<sup>th</sup>, 2018.</i></b>
	<b><i>THANKSGIVING—no class</i></b>
	<b><i>Wednesday, October 10<sup>th</sup>, 2018.</i></b>
<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><u>required:</u></b>



	<ol style="list-style-type: none"> <li>Orlowski, 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://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/230306849/fulltextPDF/3E165ED44ECF400CPQ/1?accountid=14656">http://ezproxy.library.ubc.ca/login?url=https://search.proquest.com/docview/230306849/fulltextPDF/3E165ED44ECF400CPQ/1?accountid=14656</a></li> <li>McIntosh, P. (1989). “White privilege: Unpacking the invisible knapsack,” in A.M. Filor, comp., <i>Multiculturalism 1992</i> (New York State Council of Education Associations, 1992), 30-36. <a href="https://files.eric.ed.gov/fulltext/ED355141.pdf?utm_campaign=Revue%20#page=43">https://files.eric.ed.gov/fulltext/ED355141.pdf?utm_campaign=Revue%20#page=43</a></li> </ol>
	<p><b>** First assignment due, Friday, October 12<sup>th</sup>, 2018, no later than 11:59PM. Submitted on Canvas. **</b></p>
	<p><i>Monday, October 15<sup>th</sup>, 2018.</i></p>
<b>Topic</b>	<b>Theory of social justice in education</b>
<b>Guiding Questions</b>	<p>Please read, <b>required:</b></p> <p>What are the key features of different notions of social justice in the present?          What are the implications of these notions of social justice for schooling?          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>required:</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></li> </ol> <p>Read, <b>optional:</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:</li> </ol>



	<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>
	<b>Wednesday, October 17<sup>th</sup>, 2018.</b>
<b>Topic</b>	<b>Teaching social justice</b>
<b>Guiding Questions</b>	How have teachers attempted to teach about issues of social justice? What can social justice look like in the classroom?
<b>Readings</b>	<p>You will sign up <b>in advance</b> to read one of the following for an in-class activity:</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="https://ia800200.us.archive.org/0/items/orbit2001v31i4oise/orbit2001v31i4oise.pdf">https://ia800200.us.archive.org/0/items/orbit2001v31i4oise/orbit2001v31i4oise.pdf</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="https://ia800209.us.archive.org/9/items/orbit2005v36i1oise/orbit2005v36i1oise.pdf">https://ia800209.us.archive.org/9/items/orbit2005v36i1oise/orbit2005v36i1oise.pdf</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></li> <li>Espinosa, L. (2003). Seventh graders and sexism. <i>Rethinking Schools</i>, 17(3), 1-9. <b>E-reserve.</b></li> <li>Solomon, S., &amp; Russell, V. (2004). Addressing homophobic bullying in the elementary classroom. <i>Orbit</i>, 34(2), 24-26. Available: <a href="https://ia800209.us.archive.org/2/items/orbit2004v34i2oise/orbit2004v34i2oise.pdf">https://ia800209.us.archive.org/2/items/orbit2004v34i2oise/orbit2004v34i2oise.pdf</a></li> </ol>
	<b>Monday, October 22<sup>nd</sup>, 2018.</b>
<b>Topic</b>	<b>Policy, values, teacher roles</b>
<b>Guiding Questions</b>	What is policy? Why are values important to understanding which policies become accepted in school settings? Do teachers make policy and practice? Only practice? Neither?
<b>Readings</b>	<p>Please read, <b>required:</b></p> <ol style="list-style-type: none"> <li>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. <b>E-reserve.</b></li> </ol>



	<p>2. What is policy? and How to read policy. Manual of school law K-12.  <a href="https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/what-is-policy">https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/what-is-policy</a> and  <a href="https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/how-to-read-policy">https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/how-to-read-policy</a></p>
	<i>Wednesday, October 24<sup>th</sup>, 2018.</i>
<b>Topic</b>	<b>History of social justice in education</b>
<b>Guiding Questions</b>	t.b.d.
<b>Readings</b>	t.b.d.
	<i>Monday, October 29<sup>th</sup>, 2018.</i>
<b>Topic</b>	<b>History of social justice in education</b>
<b>Guiding Questions</b>	t.b.d.
<b>Readings</b>	t.b.d.
	<i>Wednesday, October 31<sup>st</sup>, 2018.</i>
	<b>History of social justice in education</b>
	In class work period on presentation.
	<i>Monday, November 5<sup>th</sup>, 2018.</i>
	<i>Group presentations</i>
<b>Guiding questions</b>	<p><b><u>Note-taking guide for other groups' presentations:</u></b></p> <p>What are the dominant or pressing, social justice issues in BC schooling?</p> <p>In what ways are these social justice issues evident (or not) in a selected BC educational policy?</p>
	<i>Wednesday, November 7<sup>th</sup>, 2018.</i>
	<i>Group presentations</i>
<b>Guiding questions</b>	<p><b><u>Note-taking guide for other groups' presentations:</u></b></p> <p>What are the dominant or pressing, social justice issues in BC schooling?</p> <p>In what ways are these social justice issues evident (or not) in a selected BC educational policy?</p>
	
<p><b>** Second assignment due, presentation (on November 5<sup>th</sup> or 7<sup>th</sup>) and peer evaluation due</b></p>	



no later than 11:59PM on Wednesday, November 7 <sup>th</sup> , 2018. Submitted on Canvas. **	
	<i>Monday, November 12<sup>th</sup>, 2018.</i>
	<b>REMEMBRANCE DAY—no class</b>
	<b>Tuesday, November 13<sup>th</sup>, 2018 -- Friday, November 23<sup>rd</sup>, 2018</b>
	<b>SCHOOL-BASED ORIENTATION PRACTICUM—no class</b>
	<i>Monday, November 26<sup>th</sup>, 2018.</i>
<b>Topic</b>	Practicum debrief
<b>Guiding Questions</b>	<p><b>Prepare short notes or written answers to the following questions and bring these with you to class:</b></p> <p>Describe a time when you thought about your apprenticeship of observation during your practicum.</p> <p>Describe a time when you saw the competing aims of education in action.</p> <p>Describe a time when you saw not learning happening.</p> <p>Describe something from the history of education that took place in your class or school during your practicum.</p>
	<i>Wednesday, November 28<sup>th</sup>, 2018.</i>
<b>Topic</b>	Images of teachers in popular culture and the construction of teaching identities, Part 1.
<b>Guiding Questions</b>	<p>What images of teachers exist in popular culture?</p> <p>Do these representations influence educators' constructions of teacher identity and expectations? How?</p> <p>Who is your favourite movie or TV teacher? Why? <b>Fill out the favourite teacher on film playing card (on the Canvas site).</b></p>
<b>Readings</b>	<p>Please read <b>one, required:</b></p> <ol style="list-style-type: none"> <li>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>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> </ol>



	<p>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></p>
<b>Monday, December 3<sup>rd</sup>, 2018.</b>	
<b>Topic</b>	Images of teachers in popular culture and the construction of teaching identities, Part 2
<b>Guiding Questions</b>	How does this film represent the teacher (Mr. Dunne, aka. Ryan Gosling) compared to how the teacher is represented in other “teacher movies”? How does it represent schools compared to how schools are represented in other teacher movies?
<b>Readings</b>	<b>Film in class, part 1,:</b> <i>Half Nelson</i> (R. Fleck and A. Boden, 2006)
<b>Wednesday, December 5<sup>th</sup>, 2018.</b>	
<b>Topic</b>	Images of teachers in popular culture and the construction of teaching identities, Part 3
<b>Guiding Questions</b>	How does this film represent the teacher (Mr. Dunne, aka. Ryan Gosling) compared to how the teacher is represented in other “teacher movies”? How does it represent schools compared to how schools are represented in other teacher movies? (Class discussion portion.)
<b>Readings</b>	<b>Film in class, part 2,:</b> <i>Half Nelson</i> (R. Fleck and A. Boden, 2006).
 <b>** Third assignment due, December 7<sup>th</sup>, 2018, no later than 11:59PM. Submitted on Canvas. **</b>	