

**UNIVERSITY OF BRITISH COLUMBIA**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL STUDIES**  
**Winter Term I 2021-2022**

**EDST 401-007: Education, School and Social Institutions**

**Mondays & Wednesdays, Sept. 8 to Dec. 15, 2021: 1pm–2:30pm (Scarfe 207)**

**Instructor: Jed Anderson**

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**Office: N/A**

**Office Hours: by appointment – virtually, at a café or library**

**Course 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. As well, it examines the intersections between education and the social institution of media, where media encompass both transmission technologies and representational content. It builds from the premise that media education is a reflexive process that starts with teachers thinking through how they come to their understanding of what constitutes a good student, a good teacher, and a good education.

The course is organized around various themes: (1) the relationship between schooling and society and the competing purposes of schooling; (2) conceptions of social and ecological justice and the applicability of these conceptions to the understanding of contemporary schooling; (3) the connections among teaching, policy, and schooling; (4) the role of space and place in the public school system within the superstructure of British Columbia; (5) media education and popular media as informal public pedagogies of citizenship and consumer culture; (6) teachers as labourers and workers in a public institution mandated by law.

**Course Objectives**

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

1. Explore the relationship between society, education, schooling, and media
2. Develop an understanding of the competing purposes that public schools serve in Canadian society and the implications for teachers
3. Examine knowledge traditions, and *a propos*, attendant educational power relations

4. Identify and critically assess key assumptions underpinning discussions of diversity and the different conceptions and practice of social justice in schools
5. Understand the connection between politics and policy and the competing interests involved in the educational policy arena
6. Explore relevant and current educational policy debates
7. Develop an understanding of media literacy and media education and the implications for teaching and learning
8. Explore how identities are constructed and negotiated through engagement with media and
9. Examine why and how popular media might be used as a pedagogical resource.

### **Course Requirements and Evaluation**

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 to provide 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.

### **COURSE ASSIGNMENTS**

The course has the following three assignments (all dates are for 2021):

1. Doing the weekly readings and attending classes prepared to partake in class discussions (**20% of total mark**); in-class group discussions on select concepts, theories and their potential practices will be arranged in the sessions and all students are expected to participate knowingly and ethically.

2. **Individual presentations (30% of total mark):** Individual students will choose one school district from the BC school district map (you can find the map at <http://www.bced.gov.bc.ca/schools/bcmap.htm>). Students will pick a district outside of the square showing the Metro Vancouver and South Island regions, unless there are not enough available districts on the rest of the map. Each student will give a 10 to 15-minute presentation on their district. Consider the following questions when presenting on your assigned district:
1. Who lives in these communities? Who teaches there?
  2. What kind of schools and schooling are available in the district?
  3. What kind of social institutions dominate life in the district?
  4. When was schooling first instituted in the district? When was higher education made available locally?
  5. Where is the district? How far is it from Vancouver and Victoria?
  6. Why does the district exist with its current borders? Has it always looked this way?
  7. What challenges and advantages face educators and students in the district?

You are encouraged to interpret the readings during this class with this school district in mind, and even think of yourself as an advocate for the district as we move through the class. While it is not required, you may also want to use your presentation research in your final paper. However, you are also encouraged to draw from your own practicums and other research.

Each presenter will have 10-15 minutes for the presentation with questions and discussion encouraged afterward. Students should consider the relationship between education, schooling, and social institutions. Consider how these forces interact to shape commonly accepted norms in British Columbia. The presentations will take place during Wednesday classes from **September 15 to December 15** (but not during the two-week of practicum, on classes cancelled in lieu of the equity/anti-racism seminars or holidays): **Sept. 15, 22, 29; Oct. 6, 13, 20; Nov. 10, 17, 24; Dec. 1, 8, 15**. All presentation dates/districts shall be assigned and scheduled **by September 13**.

Students are expected to have a clear outline (including presentation title, name of presenter, and district covered) summarizing their general arguments and key points. You can use any workable presentation format to effectively convey their perspectives and recommendations. You are encouraged to treat these presentations as pedagogical exercises. Teach us about your chosen or assigned school district and how it fits into the social institutions of BC.

3. **A five-page (double-spaced) written analysis (50% of the total mark)** of a topic from the areas covered in the course that must be **uploaded on Canvas by 11:59 pm December 3**.
1. This 5-page assignment must be prepared in a short research paper format with an introduction and well-structured, coherent analysis of the topic under discussion. It should end with a short conclusion of recommendations for learning and/or teaching improvements in educational/schooling contexts. You can supplement your analysis

and observations with school/practicum experiences that might be useful. **Please note:** not passing this assignment can result from a) a late submission (without acceptable explanation), b) lack of discursive coherence, c) recurring writing errors and d) the misrepresentation of any information.

2. With respect to the review of literature for the paper, you are expected to use a minimum of **five academic references** (all can be from the course readings). You can compliment those with two non-academic references (e.g. print newspapers + magazines, and electronic resources from relevant websites including BCTF and BC Ministry of Education sites).
3. You are advised to use APA style for your references for the paper, but permitted to use other styles you might be familiar with, and prefer (e.g. MLA or Chicago).

### **Summary of Evaluation**

<b>Assignment</b>	<b>% of total marks</b>	<b>Dates/due date</b>
Class attendance and participation	20%	<i>During class sessions</i>
Group presentations	30%	<b>Sept. 15 to Dec. 15</b>
Topical research analysis	50%	<b>Dec. 3</b>
<b>Total</b>	<b>100%</b>	

### **Relation 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 various forms of 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."

## **Course Expectations**

### *Attendance, Participation, and Climate*

Essential to the educational experience, students are expected to attend all classes and participate in both group and class discussions and activities. As this course focuses on the differing and, at times, conflicting philosophies and pedagogies of education and schooling, we must respect diverse ideas. As a class, we may not agree on all issues, but we should feel the freedom to express our views that are not oppressive and degrading to others.

In accordance with the Faculty of Education's attendance policies, students *must attend all class to attain a PASS*. Students who must miss a class should notify the teacher education office (TEO) as soon as possible. Unexcused absences may result in a "Fail" or being required to withdraw from the course. 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 TEO and 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 [*this is often updated from time to time and instructors should check the TEO website to ensure they provide students with the most current information*].

### *Criteria for Class Participation*

In order to "pass", students need to show active evidence of having completed the required readings, listening actively, participating in group and/or class discussions, and treating others with respect. Conversely, a "fail" can result when students dominate or monopolize discussions and/or treating others disrespectfully, or when students make little or no contribution to discussions due to lack of preparedness.

In recognition that students have different learning styles 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 in order to enrich the learning environment and academic discourse.

### *Late Assignments*

If deadlines for written assignments cannot be met, students are to notify the instructor in advance of the deadline, when possible, and negotiate an appropriate due date. If students 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 Integrity**

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:

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.

### *Accommodations for Students with Disabilities*

UBC has a commitment to accommodate students with special needs in its instructional programs. Students are responsible to 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 are to inform their instructors of any specific accommodations that are needed for the class.

### *Religious Observances*

Students will not be penalized for being away for the required observance of their religious beliefs. When that is the case, students' requests to reschedule their academic assignments will be accommodated within a reasonable time that will be discussed with the instructor. Students must inform the instructor of such cases ahead of time.

### **COURSE SCHEDULE**

**Course Readings:** All required readings for the course are on reserve (online) via Canvas Library Course Reserve.

### **Sept. 8: General introduction and discussion of course outline**

*Learning objectives:*

By the end of class, students will have learned or considered:

- The difference between education and schooling
- The benefits or detriments of education and schooling
- The role teachers play in compulsory schooling and social development in BC

Students will sign up for presentations and we will have an opportunity to introduce ourselves after discussing the goals of the class. Each student will make a name sign for their desk.

#### Required Reading

The course syllabus will be discussed in class.

### **Sept. 13 & 15: Locating and contextualizing education in British Columbia**

*Learning objective:*

- How did education in B.C. come to take its current form and/or function?
- Which people/groups/institutions/events have shaped education in B.C. at different times?
- What structures from the past have become embedded within BC education today? What are the effects of this past on the present?

#### Required Reading

Barman, J. (2003). The emergence of educational structures in nineteenth-century British Columbia. In J. Barman and M. Gleason (eds.), *Children, teachers and schools in the history of British Columbia* 2<sup>nd</sup> ed. (pp. 13-35). Calgary: Detselig.

Osborne, K. (2009). Education and schooling: A relationship that can never be taken for granted. In D. Coulter & J.R. Wiens (Eds.), *Why do we educate? Renewing the conversation* (vol. 1, pp. 21-41). Boston: Blackwell.

#### Recommended readings

Labaree, D.F. (2004). Teacher education in the present: The peculiar problems of preparing teachers. In D.F. Labaree, *The trouble with ed schools* (pp. 39-61). New Haven, CT: Yale University Press.

Fleming, T. (2011). *World's Apart: British Columbia Schools, Politics, and Labour Relations Before and After 1972*. Mill Bay, BC: Bendall Books.

### Education in the Media: Discussion clips

Please watch the following clips before class:

"Walt's Science Lesson" - <https://www.youtube.com/watch?v=BYjAbGLp1m4>

"Learning Percentages with Charlie Bucket" - <https://www.youtube.com/watch?v=gZP07SaI918>

### **Sept. 20 & 22: Select socio-philosophical traditions of education**

Learning objective:

- To consider the philosophical foundations/thought systems of education
- To learn some of the main questions in the philosophy of education
- To understand the power-relation situations of the philosophical traditions

### Required readings

Augustine, (1995). The Teacher (P. King, Trans.). In Augustine, Bishop of Hippo, *Against the Academicians and The Teacher* (pp. 94-103). Hackett Publishing Company. (Original work published ca. 389 BCE)

\*\*Feel free to read the entire work if you want.

Kirkness, V. J. (1998). Our peoples' education: Cut the shackles; cut the crap; cut the mustard. *Canadian Journal of Native Education*, 22(1), 10-15.

### Recommended readings

Dewey, J. (2004). *Democracy and Education: An introduction to the philosophy of education*. Mineola, NY: Dover Publications. (Original work published 1916)

James, W. (1987). The Social Value of the College-bred. In W. James, *Writings: 1902-1910* (pp. 1242-1249). New York: The Library of America. (Original work published 1908)

James, W. (1992). Talks to Teachers and to Students. In W. James, *Writings: 1878-1899*. New York: Library of America.

Wharton, E. (1998). *A Backward Glance: An autobiography*. New York: Simon and Schuster.

### Education in the Media: Discussion clips

Please watch the following clips before class:

"The Truth About Education, from the Wire" - <https://www.youtube.com/watch?v=4Uonc7BEZ4g>



“Sister Act 2 – The classroom scene” - <https://www.youtube.com/watch?v=xZAx8CQ5eq8>

**Sept. 27 (no class in lieu of equity, anti-racism, and inclusion seminar on the 28th)**

**Sept. 29: The racialized relationship between schooling and prisons in Canada**

Learning objective:

- Students will consider the historical and current relationship between the institutions of ‘the school’ and ‘the prison’
- Students will connect the reading material to the lecture on September 28 and consider the unique challenges faced by teachers in BC

Required readings

De Leeuw, S. (2007). Intimate colonialisms: The material and experienced places of British Columbia's residential schools. *The Canadian Geographer*, 51(3), 339-359.

Gunn, T. M., Pomahac, G., Striker, E. G., & Tailfeathers, J. (2011). First Nations, Métis, and Inuit education: The Alberta initiative for school improvement approach to improve indigenous education in Alberta. *Journal of Educational Change*, 12(3), 323-345.

Recommended readings

Gebhard, A. (2013). Schools, Prisons and Aboriginal youth: Making connections. *Journal of Educational Controversy*, 7(1), 4.

Education in the Media: Discussion clips

Please watch the following clips before class:

“Supertramp – School” - <https://www.youtube.com/watch?v=H2ENrW65T8k>

“The Miseducation of Lauryn Hill” - <https://www.youtube.com/watch?v=9iqxJK6gSIE>

“Pink Floyd – Welcome to the Machine” - <https://www.youtube.com/watch?v=tBvAxSx0nAM>

**Oct. 4 & 6: Critical Pedagogy and Power Relations in Education**

Learning objective:

- How should we perceive/construct the critical pedagogue?
- How are power, privilege and learning intertwined in educational contexts?
- What critical roles should schools and teachers play in dealing learning and teaching power differentials?

Required readings

Antonia D., Marta B., & Rodolfo, D. T. (2003). Critical pedagogy: An introduction. In A. Darder, M. Baltodano, & R. D. Torres (Eds.), *The critical pedagogy reader* (pp. 1-21). New York: Routledge.

Freire, P. (2018 [1970]). *Pedagogy of the oppressed* (chapter one, pp. 43-70). New York: Bloomsbury Academic.

### Recommended readings

Freire, P. (2013 [1974]). *Education for critical consciousness*. New York: Bloomsbury Academic.

Illich, I. (2000). *Deschooling Society*. London: Marion Boyars.

### Education in the Media: Discussion clips

Please watch the following clip before class:

"X-Men: What is this place?" - <https://www.youtube.com/watch?v=KWodksuroHs>

"Miss Bliss' Former Teacher Returns" - <https://www.youtube.com/watch?v=yEREZpllWZw>

### **Oct. 11 (no class – Thanksgiving) & Oct. 13: Diversity and Education in Canada**

Learning objective:

- What does it mean to assert that Canadian society is diverse; how should we define diversity?
- What some of the assumptions about individuals and groups that constitute a claim of diversity?

### Required readings

Ghosh, R. & Abdi, A.A. (2004). Multicultural policy and multicultural education: A Canadian case study (pp. 85-140). In R. Ghosh and A.A. Abdi, *Education and the politics of difference: Canadian perspectives*. Toronto: Canadian Scholar's Press.

St. Denis, V. (2011). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here". *Review of Education, Pedagogy, and Cultural Studies*, 33(4), 306-317.

Castagno, A. E. (2008). "I don't want to hear that!": Legitimizing whiteness through silence in schools. *Anthropology & Education Quarterly*, 39(3), 314-333.

### Recommended readings

Gebhard, A. (2017). Reconciliation or racialization? Contemporary discourses about residential schools in the Canadian prairies, *Canadian Journal of Education* 40(1), 1-30.

Kubota, R. (2015). Race and language learning in multicultural Canada: Towards critical antiracism. *Journal of Multilingual and Multicultural Development*, 36(1), 3-12.

### Education in the Media: Discussion clips

Please watch the following clip before class:

“Trailer Park Boys - Ricky Takes Grade 10 Exam” -

[https://www.youtube.com/watch?v=77xfD4TM6\\_s](https://www.youtube.com/watch?v=77xfD4TM6_s) (Explicit language)

“Buffy’s First Day of School” - <https://www.youtube.com/watch?v=4QWdNlrNBZ4>

“Down with homework” - <https://www.youtube.com/watch?v=5MLa7WWwskg>

### **Oct. 18 & 20: Imperialist inequalities in Canada and the role of schooling**

*Learning objective:*

- We will learn about the role schools have played in the spatial and racial hierarchies of British Columbia and Canada
- We will consider how the public school system in British Columbia relates to its historical antecedents

### Required readings

Barman, J. (1995). Schooled for Inequality: The education of British Columbia Aboriginal Children. In J. Barman, N.S. Sutherland, & J.D. Wilson (eds.), *Children, Teachers, and Schools in the History of British Columbia* (pp. 57-80).

Carleton, S. (2017). Settler Anxiety and State Support for Missionary Schooling in Colonial British Columbia, 1849–1871. *Historical Studies in Education*, 29(1), 57-76.

Stanley, T. J. (1995). Schooling, White Supremacy, and the Formation of a Chinese Merchant Public in British Columbia. *BC Studies*, (107), 3-29.

### Recommended Readings

Rasmussen, D. (2011). Forty years of struggle and still no right to Inuit education in Nunavut. *Interchange*, 42(2), 137.

### Education in the Media: Discussion clips

Please watch the following clip before class:

“Carrots” - [https://www.youtube.com/watch?v=qdglss\\_WHjU](https://www.youtube.com/watch?v=qdglss_WHjU)

“Road to Avonlea: Friend in Need” - [https://www.youtube.com/watch?v=L\\_zK2sv\\_wal](https://www.youtube.com/watch?v=L_zK2sv_wal)

### **Oct. 25 & 27: School-based orientation practicum [classes cancelled]**

### **Nov. 1 & 3: School-based orientation practicum [classes cancelled]**

### **Nov. 8 (no class in lieu of equity, anti-racism, and inclusion seminar on the 9th)**

## Nov. 10: Education and the company town in British Columbia

*Learning objective:*

- We will attempt to better understand the role of the single-industry company town in education for British Columbians

Required readings

Behrisch, T., Hayter, R., & Barnes, T. (2002). "I Don't Really Like the Mill; In Fact, I Hate the Mill": Changing Youth Vocationalism Under Fordism and Post-Fordism in Powell River, British Columbia. *BC Studies*, (136), 73-101.

Recommended Readings

Raptis, H. (2019). Bringing Education to the Wilderness: Teachers and Schools in the Rural Communities of British Columbia, 1936–1945. *Historical Studies in Education*, 31(1), 22-44.

Stortz, P. J., & Wilson, J. D. (1993). Education on the Frontier: Schools, Teachers and Community Influence in North-Central British Columbia. *Social History*, 25(52), 265-290.

Wilson, D. J., & Stortz, P. J. (1988). "May the Lord Have Mercy on You": The Rural School Problem in British Columbia in the 1920s. *BC Studies*, (79), 24-58.

Education in the Media: Discussion clips

Please watch the following clip before class:

"You are Lisa Simpson" - <https://www.youtube.com/watch?v=1igmkzkmTv6U>

"Carrie and Doug Go to Community College" - <https://www.youtube.com/watch?v=ozTCAsvawMA>

## Nov 15 & 17: Educational Policy and Teachers

*Learning objective:*

- Student will learn about the role of public policy in shaping education in BC
- Students will better understand why social values are important in understanding which policies are accepted in school settings
- Students will consider how teachers are shaped by and shape policy processes and practices

Required readings

BC School Act -

[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_00](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_00)

Gale, T., & Densmore, K. (2003). Policy: The authoritative allocation of values. In *Engaging teachers: Towards a radical democratic agenda for schooling* (pp. 36-53). Maidenhead: Open University Press.

### Recommended readings

Welch, A. (2008). Making education policy. In R. Connell, C. Campbell, M. Vickers, In Welch, D. Foley, & N. Bagnall (Eds.), *Education, Change, and Society* (pp. 1-33). Oxford: Oxford University Press.

Rezai-Rashti, G., Segeren, A., & Martino, W. (2017). The new articulation of equity education in neoliberal times: the changing conception of social justice in Ontario. *Globalisation, Societies and Education*, 15(2), 160-174.

BC Ministry of Education. *Assessment and reporting*. <https://curriculum.gov.bc.ca/assessment-info> (Links to an external site.)

### Education in the Media: Discussion clips

Please watch the following clip before class:

“Kindergarten Cop – Shut Up! Scene” - <https://www.youtube.com/watch?v=IMQADg1Dp9g>

“Sister Mary Elephant” - <https://www.youtube.com/watch?v=aDaCNA3pink>

## **Nov. 22 & 24: Labour, strikes, and professional bodies**

*Learning objective:*

- Students will consider the role of organized labour and professional associations as social institutions connected to schooling and education in British Columbia

### Required readings

Naylor, C. (2001). *Teacher Workload and Stress: An International Perspective on Human Costs and Systemic Failure*. Vancouver, BC: BCTF Research Report.

Laitsch, D., Nguyen, H., & Younghusband, C. (2021). Class Size and Teacher Work: Research Provided to the BCTF in their Struggle to Negotiate Teacher Working Conditions. *Canadian Journal of Educational Administration and Policy*, (196), 83-101.

### Recommended readings

Poole, W. (2007). Neo-Liberalism in British Columbia Education and Teachers' Union Resistance. *International electronic journal for leadership in learning*, 11, 24.

Slinn, S. (2011). Structuring Reality So That the Law Will Follow: British Columbia Teachers' Quest for Collective Bargaining Rights. *Labour*, 68, 35-78.

### Education in the Media: Discussion clips

Please watch the following clips before class:

“Yoda teaching Skywalker Knowing” - <https://www.youtube.com/watch?v=EJz2FXkZb7g>

“The Matrix – ‘I Know Kung Fu’” - <https://www.youtube.com/watch?v=0YhJxJZOWBw>

“Syrio Forel and Arya Stark – First Lesson – Game of Thrones” - <https://www.youtube.com/watch?v=-rwPa3H1MFU>

## **Nov. 29 & Dec. 1: Nationalisms, citizenship, and (de)colonization**

*Learning objective:*

- Students will learn about the role schooling plays in the formation of national identity, citizenship, and culture.
- Students will inquire whether schools can help resist or undo imperial constructs they may continue to uplift.

### Required readings

Davies, I., & Issitt, J. (2005). Reflections on citizenship education in Australia, Canada and England. *Comparative Education*, 41(4), 389-410.

McGregor, H. (2012). Curriculum change in Nunavut: Towards Inuit Qaujimajatuqangit. *McGill Journal of Education*, 47(3), 285-302.

### Recommended readings

Curtis, B. (2003). State of the nation or community of spirit? Schooling for civic and ethnic-religious nationalism in insurrectionary Canada. *History of Education Quarterly*, 43(3), 325-349.

Johnstone, M. (2018). Settler feminism, race making, and early social work in Canada. *Affilia*, 33(3), 331-345.

### Education in the Media: Discussion clips

Please watch the following clips before class:

“Education for Death – Disney WWII Propaganda Cartoon” - <https://www.youtube.com/watch?v=D8bCuNiJ-NI> (warning: some offensive content)

“World War II 101 – SNL” - [https://www.youtube.com/watch?v=Bdf\\_XdDwc-o](https://www.youtube.com/watch?v=Bdf_XdDwc-o)

## **Dec. 6 & 8: Education and media in school**

*Learning objective:*

- To consider the role of mass media in education, both in the classroom and outside
- To better understand the representation of schooling in mass media such as movies, television, music, video games, novels, etc.

### Required readings

Stauff, M. (2016). Taming Distraction: The second screen assemblage, television and the classroom. *Media and Communication*, 4(3), 185-198.

Ungerleider, C. (2006). Government, neo-liberal media, and education in Canada. *Canadian Journal of Education*, 70-90.

### Recommended readings

Bauman, Z., & Donskis, L. (2016). *Liquid Evil: Living with TINA*. Cambridge, UK: Polity

Crary, J. (2013). *24/7: Late capitalism and the ends of sleep*. London: Verso.

Ellul, J. (1973). *Propaganda: The Formation of Men's Attitudes* (K. Kellen & J. Lerner, Trans.). New York: Vintage. (Original work published 1965)

### Education in the Media: Discussion clips

Please watch the following clips before class:

"Learning Identity with Frasier and Niles" - <https://www.youtube.com/watch?v=Jtq1EBMe1gQ>

"Kids in the Hall – Groovy Teacher" - <https://www.youtube.com/watch?v=rn7mwQOdSsg>  
(explicit language)

## **Dec. 13 & 15: Spatial and racial inequality in Metro Vancouver**

Learning objective:

- To learn about spatial and racial inequalities that exist in Metro Vancouver, and how they came to be
- To consider how schools, both public and private, are imbedded in the spatial dynamics of Metro Vancouver

### Required readings

Barman, J. (1986). Neighbourhood and community in interwar Vancouver: Residential differentiation and civic voting behaviour. *BC Studies*, (69/70), 97-141.

Yoon, E. S., Lubienski, C., & Lee, J. (2018). The geography of school choice in a city with growing inequality: The case of Vancouver. *Journal of Education Policy*, 33(2), 279-298.

### Recommended Readings

Bain, A. L., & Podmore, J. A. (2021). Relocating queer: Comparing suburban LGBTQ2S activisms on Vancouver's periphery. *Urban Studies*, 58(7), 1500-1519.

Yoon, E. S. (2016). Young people's cartographies of school choice: The urban imaginary and moral panic. *Children's Geographies*, 14(1), 101-114.

Education in the Media: Discussion clips

Please watch the following clip before class:

"Most boring lesson ever" - <https://www.youtube.com/watch?v=yUjhSBjxuXA>

"Family Ties – Mr. Tedesco" - <https://www.youtube.com/watch?v=qmY7JeU8FTs>