COURSE TITLE: Society and Education
Instructor: Patrick Radebe
Class Time/RM: Monday, 10—11:30 am, OA 2018
Office Hrs: By appointment
Email: pradebe@lakeheadu.ca

COURSE DESCRIPTION
This course examines the major social forces that influence the process of education. The adolescent subculture, social class, ethnicity, social change and organization of education will be examined with primary focus on interaction in the classroom.

FOUNDATIONS OF PROFESSIONAL PRACTICE
A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The principles of the Ontario College of Teachers’ (OCT) Professional Standards have been embedded in the learning expectations for this course. Visit http://www.oct.ca/public/professional-standards

COURSE OBJECTIVES
The aim of this course is to create a space for exploration and analysis of the underlying social issues in contemporary education, including in curriculum, teaching, and learning within schools. This course explores some current social issues in elementary and secondary education, including the intersection of society and schooling, and education as and for social responsibility. A fundamental component of this class will be student involvement through discussion, written and verbal. Course objectives include:

1. To be inspired to think critically about the larger context of education in relationship to society, as an on-going component of being a teacher/learner

2. To orient oneself as a teacher through considering and articulating personal, underlying beliefs about teaching and learning as a practice and a profession

3. To problematize education through considering barriers to teaching and learning as equitable, inclusive, democratic, and transformative

4. To familiarize oneself with major current social issues in education in the context of the history of humanity

5. To reveal the influence of societal norms, expectations, and power structures on education and schooling

LEARNING OUTCOMES
Learning outcomes for this course are available at https://www.lakeheadu.ca/academics/departments/education/undergraduate/resources-for-current-students/course-outlines-learning-outcomes

TEXTS/READINGS
No textbook required.

I will post or provide weekly readings and/or articles relevant to the weekly issues as necessary.

When you come to class you will be prepared to participate in a discussion by presenting a brief response to the key ideas and relevance of your reading to a small group, the membership of which may change weekly. You should prepare a one page Reading Response that will enable you to participate in the discussion. You will receive a template for this response that can act as a guide.
This activity will require you to take responsibility for your own learning, and will enable you to engage with the material by sharing what you’ve learned about the theme or issue. These responses are also meant to help facilitate your personal exploration for the final paper.

**Course Content/Topics**

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<tr>
<th>Week</th>
<th>Weekly Themes and Issues</th>
<th>Text Readings</th>
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<tbody>
<tr>
<td>1. September 7</td>
<td>Labour Day, No class</td>
<td>N/A</td>
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<td></td>
<td>Examining schooling using contemporary sociological approaches</td>
<td>Chapter 3. Contemporary sociological approaches to schooling—Scott Davies &amp; Neil Guppy</td>
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<td>3. September 21</td>
<td>Education as an ideology: Liberation or oppression?</td>
<td>An ideology of miseducation: Countering the pedagogy of empire—Joe Kincheloe &amp; Shirley Steinberg</td>
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<td>4. September 28</td>
<td>Schooling: Ideology and agency</td>
<td>Ideology and agency in the process of schooling—Henry Giroux</td>
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<td><strong>Supplementary reading:</strong> White domination and privilege in neoliberal education under the microscope</td>
<td>Issues in education: Critical pedagogy: An overview—James Kirylo <em>et al.</em>, The struggle to define and reinvent whiteness: A pedagogical analysis—Joe Kincheloe</td>
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<td>6 October 12</td>
<td>Thanksgiving Day, No class</td>
<td>N/A</td>
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<td>7. October 19</td>
<td>Education and “equality: Dissecting the myths and realities”</td>
<td>Education, inequality and meritocracy—Samuel Bowles &amp; Herbert Gintis</td>
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<td>8. October 26</td>
<td>Troubling white as an artificial construct and whiteness as a symbol of power, domination and privilege</td>
<td>“What group?” Studying whites and whiteness in an era of “colour-blindness”—Rebecca Raby</td>
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<td>9. November 2</td>
<td>Multicultural education: Examining the assimilation of the exotic “other” under the guise of accommodation</td>
<td>Difference and diversity in Ontario schooling—Helen Harper</td>
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<td>10. November 9</td>
<td>(Neo)colonial education and First Nations communities: Exploring the continuum of European education and its impact on First nation students and peoples</td>
<td>Seeking reform of indigenous education in Canada. Democratic progress: Democratic progress or democratic colonialism?—Terry Wotherspoon Education as a public places and inclusive space—Terry Wotherspoon</td>
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<td>11. November 16</td>
<td>Race and racism in the public education system: Examining the denials and ‘silences’</td>
<td>‘There’s no racism at my school, it’s just joking around’: ramifications for antiracist education—Rebecca Raby There is no “race in the schoolyard: Color-blind in an (almost) all-white school—Amanda Lewis</td>
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**ASSIGNMENTS AND EVALUATION**

Reading responses 50% (15 x 5%): Due: Weekly

Final paper (Topic and format to be discussed in class) 25%: Due: Week 13

**EVALUATION CRITERIA**

The main components of successful responses and papers include:

- Articulation of key issues
- Depth of understanding of concepts
- Clear demonstration through writing of engagement with concepts presented in texts

You will receive a more detailed description of evaluation criteria in class.

**LAKEHEAD UNIVERSITY and/or FACULTY OF EDUCATION REGULATIONS/POLICIES**

**INCOMPLETE STANDING** (University Regulation, V Standing)

**TIMELY FEEDBACK** (University Regulation XII)

- 25% feedback for term courses
  - Fall term = October 9, 2015
  - Winter term = February 12, 2016

- 30% feedback for year courses
  - Yearlong = January 22, 2016

**ACADEMIC MISCONDUCT** (University Regulation, IX Academic Misconduct)

**THE FACULTY OF EDUCATION ASSESSMENT RUBRIC**

Expectations

The ability to learn, understand, and retain knowledge has been demonstrated through the undergraduate degree required for entry into the Professional Year. The focus of the Professional Year is on building understanding of the issues and
complexities of the teaching and learning process, and on gaining the skills necessary for becoming a successful teacher. To that end:

1. Attendance is an expectation. Courses are based on reflection, discussion, and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason. These permissible absences should be saved for emergencies. Students who do not attend regularly will be removed from the program.

2. Requirements on the course outline will be used for assessment. The course outline and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. Students cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a summative assessment has taken place.

3. Assessment is a reflection of academic rigour. Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an instructor re-examine a final assessment.

EDUCATION ACADEMIC REGULATIONS

Advisement: CELL PHONES, PDAs etc. The Faculty of Education cautions Professional Year Candidates that the use of cell phones, personal digital assistants (PDAs), handhelds, etc., in class for personal communications (whether checking voice mail, reading or sending text messages, or making conventional telephone calls) is professionally unacceptable in the context of a class or while a formal presentation is in progress. Moreover, since digital image capturing devices in cameras, cell phones, and PDAs have the potential to be used in a manner that violates the privacy of instructors and students, the Faculty of Education requests that such devices be used only with the prior permission of the person(s) to be photographed.

Most Canadian schools require that cell phones, etc. not be used during hours of instruction. The Faculty of Education requests that students power off or mute their PDAs during classes, presentations, tests and exams. Please ask for additional help if you need it. Learner Resources such as (writing centre, academic advising, learning assistance, etc.) are listed on and accessible from the WebCT course entry page. I will endeavor to respond to emails quickly; I do not check email on weekends.