

Grande Prairie Regional College

(FALL 1992)

Instructor: Alan Segal

Office: C410, 539-2011; 539-0092 (h)

Office Hours: M 1:00-2:00pm; T 1:30-2:30pm; or by appointment

PURPOSE:

1. To encourage you to become a reflective, analytical educator
2. To acquaint you with a history of Canadian education
3. To provide you with knowledge of education as a social institution

Course Prerequisite: None

Readings:

Education as Social History

Building the educational state: Canada West, 1836-1871 - Bruce Curtis

Classroom Practise: Gender

"Becoming members of society" - Chapter 3 of Gender blending: Confronting the limits of duality by Holly Devor

"Sexuality and gender in children's daily worlds" - Barrie Thorne and Zella Luria. Article in Social Problems, Vol. 33, No. 3, Feb. 1986

"Situational stress and sexist behaviour among young children" - by Ruth Gallagher Goodenough. Chapter 8 in Beyond the second sex: New directions in the anthropology of gender, edited by Peggy Reeves Sanday and Ruth Gallagher Goodenough

Classroom Practise: Sexuality/Sexual Identity

"Compulsory heterosexuality and lesbian existence" - Adrienne Rich. In The Signs reader: Women, gender and scholarship - E. Abel and E. Abel, 1983

"Adolescent females: The missing discourse of desire" - Michelle Fine

"This school is out" - Jesse Green. In the October 13, 1992 New York Times Magazine.

"Educators, homosexuality, and homosexual students: Are personal feelings related to professional beliefs?" - James T. Sears. In the Journal of Homosexuality, Vol. 22, Nos. 3/4

"From hiding out to coming out: Empowering lesbian and gay educators" - Pat Griffin. In the Journal of Homosexuality, Vol. 22, Nos. 3/4

Multiculturalism

"Canadian multiculturalism as ideology" - Kogila (Adap-)Moodley. In Essays in Canadian Studies, Vol. 6, No. 3, July 1983

Multicultural assumptions of selected school boards in Nova Scotia
(Excerpts) - Keith Sullivan

Assignments: One Group Presentation (1-9)
Final Essay Exam (1-9)
3 Journals (not marked - each must refer to a different reading and/or class discussion)
Self-evaluation (1-5) - a statement explaining how you arrived at the mark is due the last class of the semester. I WILL NOT ALTER WHATEVER MARK YOU ASSIGN YOURSELF.

CLASS PRESENTATIONS

You may select your group partners, but I may assign you to a group if all readings are not covered. No group can have more than 4 members and most will have three.

You should identify the main and supporting arguments the authors present, offer a critical assessment of them, and ask some of your own questions about the implications of what you've read. You will lead the class discussion after your presentation.

A single grade will be given to the group as a whole, and this will be the mark given to each individual in the group. Organization and delivery of material, the familiarity with the readings, and the facility with which questions are responded to, will have a bearing on the group's evaluation. Each presentation will be expected to last one class period.

Final Essay Exam

You will answer at least one question. I am not testing for memory, so you can bring with you whatever notes you think are appropriate. Precise, reasoned, grammatical analysis is expected.

Evaluation:

All marks will be awarded on a 1-9 basis. Assignments will be graded using 5 as a benchmark. There is also a possibility of a bonus mark for the quality of your class discussion, providing you attend class regularly and are prepared to participate. Everyone may, but not necessarily will, receive a bonus mark. You will be eligible only if you complete the required assignments and participate in class discussion sufficiently to allow me to evaluate your input. The bonus mark will have a range of 1-4. No class averaging will be done.

Your final grade will be determined by totalling the stanine marks you receive on your presentation and final exam and the mark you give yourself, and dividing the sum by 2.5.

DISCUSSION SEQUENCE

1. Introduction to course

CURTIS

2. Preface, Introduction, and Chapter 1

(What are Curtis' main ideas? Is local control of educational policy and administration an important

principle?)

3. Chapters 2 & 3
(How did ideas of responsible government and educational reform coincide? How does censorship sustain the Educational State? Should we censor curriculum materials?)
4. Chapter 4
(Discuss Weber's interpretation of state violence. Is education a form of state violence? If so, what forms of student resistance, if any, is a legitimate response?)
5. Chapter 5
(Do you support compulsory attendance as educational policy? Would the Educational State be weakened if we abolished it?)
6. Chapter 6
(What principles and practises comprised teacher training in Canada West? What do you expect of your own program? Do good teachers exist?)
7. Chapter 7
(Discuss Ryerson's understanding of knowledge? What is your interpretation of knowledgeability? Is it reasonable to distinguish between knowledge and school knowledge? What value, if any, is there in asking the last question?)
8. Chapter 8
(What are the historical links between punishment and pedagogy? What role does/should punishment now play in education?)
9. Conclusion
(Offer a critical assessment of Curtis' thesis)
10. Articles on gender
11. Articles on sexuality/sexual identity
12. Articles on multiculturalism