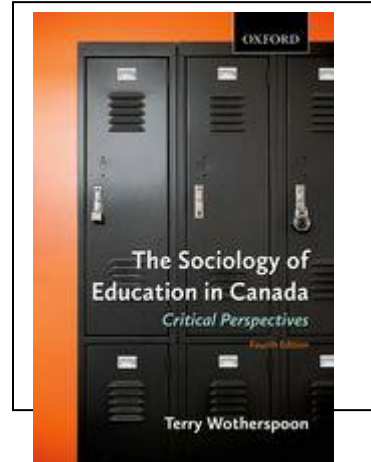


SOCI 3501 YAO
Sociology of Education

Instructor: Kevin D. Willison, Ph.D.
Departments: Sociology & Interdisciplinary Studies
Lectures: Mon. & Wed.: 4:00 – 5:30 PM
CLASSROOM: OA 2018
Office Hours by advanced appointment (via e-mail)
kdwillis@lakeheadu.ca



Course Orientation ¹:

[-] This course is oriented towards those seeking a sociological understanding of the educational process. It will provide sociological concepts and theoretical perspectives to help understand the ways in which formal and informal aspects of the educational system are connected to the political, economic, legal, religious, and other sectors of society.

[-] Further, we will ponder beyond Canada's borders to highlight what distinguishes Canada's educational system from that of other countries.

Course Requirements/ Basis of Evaluation:

☼	Class Participation – Term One	5 %
☼	Test One	10 % - (Wed.) Oct. 7
☼	Test Two	10 % - (Wed.) Nov 11
☼	December Exam	15 % - Dec. 2015
☼	Class Participation – Term Two	5 %
☼	Essay (ASA format)	15 % - DUE Mon. Jan. 25
☼	In-class Group Presentation	10 % - Feb 29/March 2
☼	Test Three	10 % - (Wed) March 23
☼	Final Exam	<u>20 %</u> - April 2016
		Σ = 100 %

- On the date of a given test or exam no materials (other than a pen) may be brought into the class room. No additional aids are permitted without permission.
- No classes: Oct. 12 (Thanksgiving) / Feb. 16-19 (Reading Week) / March 25, 28 (Easter). Fall classes end Dec. 8. Winter classes end April 6.

¹ Source: Barakett, J., and Cleghorn, A. Sociology of Education – An Introductory View From Canada. Second Edition. Pearson / Prentice Hall Publishers. 2008. Page xi.

Class attendance is expected: In order to do well in this course, you must attend class on a regular basis. There will be substantial in-class discussions and much of the material covered in lectures will not be found in the reading. In order to participate in class discussions, it is important that you do the readings before coming to class. You must come to class ready to contribute to discussion in a thoughtful way, to ask questions, as well as critically reflect on the assigned readings. Students are strongly encouraged not to engage in private conversations during class lectures.

Essay. Due Jan. 25 15%

Every student is expected to write an essay on any sociology of education topic. The written essay should be no more than **6 pgs, db-spaced**). Include an extra page for a cover page, and a page for cited references (total = 8 pages). The student is expected to rely on analyses covered in class and in the reading, and to use at least one of the sociological perspectives for the analytical part of the paper. You are strongly encouraged to select a topic of specific interest to you (related to the course). Start early to edit often.

PLEASE NOTE:

- The essay must be formatted according to the **ASA** (American Sociological Association) Style Guide for referencing and citations. For more information, see the following website: <http://www.calstatela.edu/library/guides/3asa.pdf>
- Make sure you keep a **backup copy** of the essay (on a USB for example).
- See D2L for further detailed instructions for this assignment (format, grading rubric).
- There is a **penalty** for essays handed in late.
- Plagiarism** will not be tolerated and will be dealt with according to the University regulations. For more information, see **University Regulations** section “**IX Academic Dishonesty,**” Lakehead University Calendar 2015/16: <http://calendar.lakeheadu.ca/current/contents/regulations/univregsIXacdishon.html>

10 Minute Presentation, Feb 29/March 2 10%

Students need to work together in groups and divide the work evenly among the members of their group for this assignment. Every group will have four students, and every group is required to do the following:

In-Class Article-Presentation

Every group will be provided with (or will be asked to choose) an article dealing with one of the areas of sociology of education from specific social science journals or books. The group is expected to present at least one article. The presenters should not only sum up the main argument(s)/viewpoint or idea(s) of the article, but also provide a critique of the article by making use of the concepts, theories and other material covered in class. It is important that the presenters understand their article well and effectively communicate its content to the rest of the students. The presenters should be prepared to lead the discussion and answer questions regarding their topic. They may use overheads or any other prop that will improve their presentation.

Required Textbook: [Available at the Lakehead University (Orillia) bookstore.]

Wotherspoon, Terry. 2014. *The Sociology of Education in Canada: Critical Perspectives* (4th edition). Don Mills: Oxford University Press (see picture, on page 1 of this outline). ISBN: 978-0-19-544548-0

Academic Integrity: Cheating during a test or exam is not acceptable. Doing so may lead to failure in the test, exam or course. Refer to your on-line academic calendar for specific Lakehead University rules and regulations pertaining to this.
<http://policies.lakeheadu.ca/>

Emergency? Know the Number to Call

Lakehead Security reminds everyone to **call 3911** (Orillia) if you require emergency service. Paramedics, firefighters and police officers do not always know where to find certain buildings or locations on our campuses. By calling 3911 (Orillia), Lakehead Security will quickly dispatch a security guard to your location and contact 911 services. Lakehead Security will then meet and escort emergency services to your location to save valuable time.

Regarding E-mail and Accessing “Desire2Learn”

Should IT related problems arise please contact “Help Desk” at **ext. 7777** (on campus) – or tel. 705-330-4008 (then the extension). Help Desk will assist you with your specific IT issues / concerns.

NOTE: All e-mail communication sent from students to the instructor for this class must originate from the student’s own Lakehead University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a Lakehead account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

General E-mail and Classroom Conduct Guidelines:

- [1] Within all e-mail correspondence (not just for this course) it is advisable to follow “the ten commandments of e-mail netiquette.” See <http://www.studygs.net/netiquette.htm>
- [2] Please use your Lakehead University e-mail account (as other e-mail accounts may be treated as spam).
- [3] Please be sure to identify yourself in your e-mail (not only your name but also what course you are in, as your Instructor teaches more than one course).
- [4] The course instructor may be reached at: kdwillis@lakeheadu.ca. I will do my best to respond to your e-mail **within 10 hours** (or less) of receipt. Please do not expect an immediate response as I only check my e-mails once or twice daily (due to my teaching and research activities).
- [5] Please be advised that you will likely *not* get a response e-mailing the Instructor the night /day before a test or exam. Please plan ahead.

[6] Your grades/marks will not be discussed over the internet / e-mail. Please talk to me in person on such matters.

[7] Please refrain from sending e-mails / texting during class time. Make use of your computer wisely. Not only is it best to focus on the course material during class, texting or viewing inappropriate material on your computer may bother others around you.

Missed Tests and/or Exams:

Make-up examinations will only be given with written documentation from a healthcare practitioner using the official Student Health Certificate, available at:

<http://registrar.lakeheadu.ca/uploads/docs/F.HealthCertificate.pdf> .

Religious Observance Policy: If you require religious accommodation(s), you must make your request to the instructor preferably within the first two weeks of class.

Special Needs: Dr. Willison has received specialized training in AODA (the Accessibility for Ontarians with Disabilities Training Act). As there may be a need to provide information in accessible formats to persons with disabilities, students with special needs who require accommodations should speak with their Instructor privately at the very start of the course. Appropriate documentation must be provided to Student Services. If needed, refer to <http://policies.lakeheadu.ca/> for further information.

Course Concerns? Students are asked to speak with their Instructor should there be a problem or concern regarding the course which you feel needs to be raised. Feel free at any time to speak to your class Instructor (as he or she may simply be unaware).

Weather: *The Weather Network* is a good site:

<http://www.theweathernetwork.com/weather/caon0506>

- Refer to the Lakehead University (Orillia) home page website to check for class cancellations. See: <http://www.lakeheadu.ca/>

COURSE OUTLINE / SYLLABUS – General Overview

- The following sample content (in order of appearance) will be introduced and explored in detail within SOCI 3501. You are encouraged to attend class regularly.
- We will be looking at what is in your required text, as well relevant material beyond your required text (within class). Further, we will consider concepts beyond your posted PowerPoint(s), as found in D2L. Please take notes in class. These are sample reasons why regular class attendance is strongly advised.
- The course Instructor has the right to modify the course content as he/she sees fit.

Have a question? Don't understand the material? Don't be shy to ask questions in class. Have an answer to help a fellow colleague who is unsure? Helping others and doing active group work have been shown to be of benefit by helping you remember / recall the information yourself later. Note: making an error is common. All of the world's greatest inventors and scientists have made hundreds (if not thousands) of errors in their life time

(before and after they became famous). Your instructor will make errors as well. Indeed, to err is human so, let us all seek to learn from each other (that is what education is about).

[Topic 1] The Sociological Analysis of Education [see **Chapter 1** of required text]

Sample topics: (a) the sociological understanding of educational problems; (b) the nature of sociological inquiry; (c) sociological perspectives; and (d) emerging directions in the critical analysis of education.

[Topic 2] Sociological Theories of Education [see **Chapter 2** of required text]

Sample topics: (a) structural functionalism and Liberal theory; (b) interpretive analysis of schooling; and (c) guidelines for research and analysis in the sociology of education.

[Topic 3] Historical Dimensions of Canadian Education [see **Chapter 3** of required textbook]

[Topic 4] The Structure of Canadian Education Systems [see **Chapter 4** of required textbook] Sample topics: (a) an overview of educational activities in Canada; (b) school choice and the educational marketplace; (c) the governance and financing of Canadian education; (d) comparative educational growth.

[Topic 5] The Process of Schooling [see **Chapter 5** of required textbook]

Sample topics: (a) the multi-faceted nature of educational practices; (b) the potential contribution of schooling towards the development of humans; (c) regulation and resistance in schooling; (d) official knowledge; (e) hegemony; (f) silencing in educational processes; and (g) the concern for safe, inclusive educational environments.

[Topic 6] Teachers and Teaching [see **Chapter 6** of required textbook].

Sample topics: (a) teachers and teaching in Canada; (b) teaching as a profession; (c) gender, diversity and teaching; (d) proletarianization and intensification of teaching.

[Topic 7] Schooling and Work [see **Chapter 7** of required textbook].

Sample topics: (a) the relationship between schooling and work; (b) issues facing immigrants and ethnic minorities in Canada; (c) the contributions of schooling to work and the economy; and (d) discontinuities among schooling, work and economic activity.

[Topic 8] Educational Opportunity and Social Representation [see **Chapter 8** of required textbook]. Sample topics: (a) the nature and causes of social inequality in Canada; (b) educational opportunity and social inequality; (c) dimensions of educational inequality; (d) gender; (e) students with disabilities; (f) regional inequalities; (g) sample Aboriginal issues.

[Topic 9] Contemporary Educational Challenges and Reforms [see **Chapter 9** of required textbook]. Sample topics: (a) understanding conflicting visions of educational reform; (b) rational planning and educational accountability; (c) education and new technologies; (d) education and social diversity; and (e) risk and empowerment: education in global context.