



**DEPARTMENT OF SOCIOLOGY**  
**Sociology 3501YA—Sociology of Education**  
**Fall/Winter 2017-2018**

**Tuesdays & Thursdays: 2:30 - 4:00 p.m., AT 1007**  
*Sociology web-page <http://sociology.lakeheadu.ca>*

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### **Course Focus**

We will focus in this course on the social context of the development and transformation of our education system. We will critically examine the impact of the complex interplay between the individual and the social structure of schooling, and of the broader social, economic, political and historical forces on gender, social class and racial groups.

### **Required Texts**

- 1) Nelsen, Randle W. 2007. *Degrees of Failure: University Education in Decline*. Toronto: Between the Lines.
- 2) Wotherspoon, Terry. 2014. *The Sociology of Education in Canada: Critical Perspectives* (4<sup>th</sup> ed.). Don Mills: Oxford University Press.
- 3) Required additional reading. The list of required reading materials will be available on **reserve** in the main Library and may be accessible on-line on the **D2L** (see for further details pg. 4).

*Note: The above books are available at Lakehead University Bookstore.*

### **Course Outline**

### **Required & Recommended Readings**

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|---|---|
| 1. Introduction   | Wotherspoon, Chapter 1; Nelsen, Chapter 1 |
| 2. Historical & Organizational Dimensions of Canadian Education—  | Wotherspoon, Chapter 3                    |
| 3. Historical Development of Aboriginal Education—Recommended: Bernard Schissel & Wotherspoon, <i>The Legacy of School for Aboriginal People: Education, Oppression, &amp; Emancipation</i> (Chapter 3); TRC: <a href="http://www.trc.ca/websites/trcinstitution/index.php?p=905">http://www.trc.ca/websites/trcinstitution/index.php?p=905</a> |   |
| 4. Sociological Theories of Education   | Wotherspoon, Chapter 2                    |
| Critical Thinking, Democratic Education & Engaged Pedagogy—bell hooks, <i>Teaching Critical Thinking</i> —Chapters 1-3 (pp: 1-5; 7-11; 13-22)   |   |
| Critical Pedagogy: Rethinking Teaching Practices—Recommended: bell hook, <i>Teaching to Transgress</i> —Chapters 1-2  |   |

- Aboriginal Education in Canada: Issues & Theories—Schissel & Wotherspoon, chaps.1 & 2  
 Classroom Practice and Student-Friendly Suggestions Nelsen, Chapter 7  
 Decolonization & Education Recommended: bell hooks, chapter 4 (pp:23-28)
5. The Process of Schooling, Social Inequality & Resistance—Wotherspoon, chapter 5  
 The Hidden Curriculum of Compulsory Schooling Gatto, Chapters 1- 2  
 Creating a Community Atmosphere in the Classroom—bell hooks, chaps.9 &10 (pp:49-58)  
 Parents and Pedagogy: Helicopters and Expert Advice—Case Study: Nelsen, Chapter 3
  6. Automobility and University Life Case Study: Nelsen, Chapter 2
  7. The structure of Canadian Education Systems  
 Comparative Educational Growth & Gender Inequalities—Wotherspoon, Chapter 4  
 Neo-Liberalism & Education—Recommended: Henry Giroux, *The Terror of Neoliberalism: Authoritarianism and the Eclipse of Democracy*.  
 Neoliberalism, Political (Il)literacy & the Quest for Democracy—Paul Carr, chap. 6 (pp:105-122)
  8. Professionals and Professionalism Nelsen, Chapter 4  
 Teachers & the Politics of Teaching  
 Gender, Social Diversity & Teaching Wotherspoon, Chapter 6 (pp: 160-184)  
 Proletarianization & Intensification of Teaching—Wotherspoon, Chapter 6 (pp: 184-192)
  9. Feminism and the Academy & the Transformation of Knowledge—Meg Luxton, Chapter 1 (pp: 24-37); bell hooks, chapter 28 (pp:165-168)
  10. Universities as Knowledge Businesses—Luxton (J. Newson, pp: 100-119)  
 Edubusiness and Edutainment Nelsen, Chapter 5  
 Critical Pedagogy in Dark Times Henry Giroux (pp: 3-15)  
 Putting Students and the Larger Community First—Nelsen, Chapter 8
  11. Schooling & Work & Race, Class & Gender Wotherspoon, Chapter 7
  12. Educational Opportunity & Social Reproduction—Wotherspoon, Chapter 8  
 Education, Democracy & White Privilege—P. Carr, Chapters. 5 & 9 (pp: 95-103; 171-183)
  13. International Issues & Education—Michael Apple, *Global Crises, Social Justice & Education* (Chapter 1—pp: 1-23)  
 The Promise of Critical Pedagogy in the Age of Globalization—Henry Giroux (pp: 69-85)
  14. Contemporary Educational Challenges & Reforms Wotherspoon, Chapter 9  
 Education & the New Technology Nelsen, Chapter 6  
 Multicultural Education in the Future R. Gosh & Ali Abdi, pp: 165-179  
 Teaching against Islamophobia—C.D. Stonebanks, pp: 29-41—In J. Kincheloe et al, Eds.  
 Moving Past Race & Gender bell hooks, chapter 29 (pp: 169-176)  
 Education & Social Diversity—Recommended: G. Sefa Dei, & A. Calliste (Eds.). *Power, Knowledge and Anti-Racism Education: A Critical Reader*—Chapter 1
  15. Educating for Peace in a Time of Permanent War—Carr & Porfilio, Chapter 1 (pp: 1-21)  
 Reexamining the Role of Intellectual in Times of War—P. Orelus, Chap. 5, (pp: 84-97)

Practical Wisdom, Knowledge & Learning  
Concluding Thoughts on a Critical Pedagogy of Democracy—Carr, Chap. 14 (pp: 261-278)

in Carr & Porfilio, Eds.  
bell hooks, Chapter 32 (pp: 185-188)

## Course Requirements

There are **four (4) requirements** for this course.

1. **Two in-class Tests: Nov. 23<sup>rd</sup> and March 29<sup>th</sup>.....(2 @ 20% each) .....40%**

Each test consists of short-answer and essay questions and may include multiple-choice questions. The tests cover all class work, lecture, student presentations, and reading material to date. It is not the instructor's aim to reproduce the same material that is covered in the texts. The lecture material and discussions will complement, expand, and shed more light on the issues that are covered in the texts.

2. **Two Take-home Exams. Due dates: Oct. 19<sup>th</sup> and March 8<sup>th</sup>..... (2 @ 15% each).....30%**

Each take-home exam consists of one or two essay question(s), and covers all class work, lecture and reading material to date (more details will be given in class).

3. **One Presentation.....20%**

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

**(A) 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.

**(B) Short Film**—In addition to the article, students may choose to include a short film, or parts of a film (up to 5 minutes) in order to facilitate understanding of a particular part of their topic.

**(C) Community Involvement/Observation (to be incorporated in the presentation)**

Further details will be provided in class.

4. **Class Participation and Critical Reflection.....10%**

**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.

### **ASSIGNMENT POLICIES:**

- The essays (take-home exams) 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 essays (take-home exams).
- There is a **penalty** for essays (take-home exams) handed in late.
- **Plagiarism** will not be tolerated and will be dealt with according to the University regulations. For more information, see **Lakehead University Regulations**.

Further, the student will be given additional information concerning course topics, course requirements, evaluation procedures and any other relevant material on the first day of class.

### **Required Reading Materials** (in addition to the main text):

- **Available on reserve in the main Library and may be accessible on-line on the D2L.**

Apple, Michael. 2010. (pp: **1-23**). *Global Crises, Social Justice & Education*. New York: Routledge.

Carr, Paul. 2011. (pp: **91-103; 105-122; 171-183; 261-278**). *Does Your Vote Count? Critical Pedagogy & Democracy*. New York: Peter Lang Publishing.

Carr, Paul & Brad J. Porfilio. 2013. (pp: **1-21; 84-97**). *Educating for Peace in a Time of Permanent War: Are Schools Part of the Solution or the problem?* New York: Routledge.

Gatto, John Taylor. 2002. (pp: **1-20; 26-34**). *Dumbing Us Down: the Hidden Curriculum of Compulsory Schooling*. Gabriola Island, BC: New Society Publishers.

Giroux, Henry. 2011. (pp: **3-15; 69-85**). *On Critical Pedagogy*. New York: Continuum International Publishing Group.

Gosh, Ranta & Ali A. Abdi. 2004. (pp: **165-179**). *Education & the Politics of Difference: Canadian Perspectives*. Toronto: CSPI.

hooks, bell. 2010. (pp: **1-5; 7-11; 13-23; 23-28; 49-53; 55-58; 185-188**). *Teaching Critical Thinking*. New York: Routledge.

Kincheloe, Joe, S. Steinberg, & C. Stonebanks. 2010. (Stonebanks, **Chapter 2—pp. 29-41**). *Teaching Against Islamophobia*. New York: Peter Lang.

Luxton, Meg & Mary Jane Mossman. 2012. (pp: **24-37; 100-119**). *Reconsidering Knowledge: Feminism and the Academy*. Halifax: Fernwood Publishing.

Schissel, Bernard & Terry Wotherspoon. 2003. (pp: **1-15; 16-34**). *The Legacy of School for Aboriginal People: Education, Oppression, and Emancipation*. Don Mills: Oxford University Press.