



**DEPARTMENT OF SOCIOLOGY**  
**Sociology 3501YDE—Sociology of Education**  
**Fall/Winter 2020-2021**

*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 (available at Lakehead University Bookstore)**

- 1) Nelsen, Randle W. 2017. *Degrees of Failure: University Education in Decline*. Toronto: Between the Lines.
- 2) Wotherspoon, Terry. 2018. *The Sociology of Education in Canada: Critical Perspectives* (5<sup>th</sup> Ed.). Don Mills: Oxford University Press.
- 3) Cote-Meek, Sheila. 2014. *Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education*. Nova Scotia: Fernwood.
- 4) Required (and recommended) additional readings—available online on the **D2L** (see for further details pp: 4-5).

<b>Date</b>	<b>Course Topics</b>	<b>Required &amp; Recommended Readings</b>
Week 1 & 2 - Sept. 8 & 14	1. Introduction Terms & Concepts 2. Social Inquiry	<b>Wotherspoon, Chapter 1; Nelsen, Chapter 1</b>
Week 3 Sept. 21	3. Historical (& Recent Changes) of Canadian Education	<b>Wotherspoon, Chapter 3</b>
Week 4 - Sept. 28	4. Historical Development of Indigenous Education	<b>Cote-Meek, Chapter 3: pp:46-63; Recommended: Bernard Schissel &amp; Wotherspoon, <i>The Legacy of School for Aboriginal People: Education, Oppression, &amp; Emancipation</i> (Chapter 3); <b>TRC:</b> <a href="http://nctr.ca/reports2.php">http://nctr.ca/reports2.php</a></b>

Date	Course Topics	Required & Recommended Readings
Week 5 Oct. 5 - Oct 12 <sup>th</sup> Week 6- Oct.19	<b>5. Sociological Theories of Education</b>  <b>Fall Study Break: Oct. 12-18</b> 6. Explanations of the Impact of Colonization on Indigenous Peoples & Their Education Indigenous Peoples & the Cultural/Colonial Divide Indigenous Education in Canada: Issues & Theories	Wotherspoon, Chapter 2; recommended: Douglas  Brown, Michael Apple, Social Theory, Critical Transcendence, and the New Sociology: An Essay: <a href="https://ineducation.ca/ineducation/article/view/79/346">https://ineducation.ca/ineducation/article/view/79/346</a>  Cote-Meek, chapter 3 (pp: 63-86) Cote-Meek, Chapters 1-2 Schissel & Wotherspoon, chaps.1 & 2 (D2L)
Week 7 Oct. 26 & Week 8- Nov. 2	<b>7. Critical Thinking, Engaged Pedagogy &amp; Democracy</b> <b>8. Critical Pedagogy: Rethinking Teaching Practices</b>  Classroom Practice and Student-Friendly Suggestions	bell hooks, <i>Teaching Critical Thinking</i> (pp: 1-11) (D2L) Recommended: bell hook, Teaching to Transgress— Chapters 1-2; Mark Hudson, “Education for Change: Henry Giroux and Transformative Critical Pedagogy”: <a href="https://solidarity-us.org/atc/83/p1734/">https://solidarity-us.org/atc/83/p1734/</a> Case Study: Nelsen, Chapter 7
Week 9 Nov. 9 Week 10- Nov. 16 Week 11 Nov. 23  Nov 25 <sup>th</sup>	<b>9. The Process of Schooling, Social Inequality &amp; Resistance</b> <b>10. Negotiating “Race” in the Classroom</b> <b>11. The Hidden Curriculum of Compulsory Schooling</b> Parents and Pedagogy: Helicopters and Expert Advice <b>TEST--Nov. 25<sup>th</sup></b>	<b>Wotherspoon</b> , chapter 5  <b>Cote-Meek</b> , Chapter 4 <b>Gatto</b> , Chapters 1- 2 (D2L)  Case Study: Nelsen, Chapter 3
Week 12 Nov. 30	<b>12. Critical Reflection &amp; Discussion</b>	<b>Task: TBA</b> —Henry Giroux: “All education is a struggle over what kind of future you want for young people” <a href="https://www.youtube.com/watch?v=LCMXKt5vRQk">https://www.youtube.com/watch?v=LCMXKt5vRQk</a>
Week 13 Jan. 11	<b>13</b> The structure of Canadian Education Systems Comparative Educational Growth & Gender Inequalities Neo-Liberalism & Education Democracy Inside, and Outside, of Education  The Language of Neoliberalism	Wotherspoon, Chapter 4 Recommended: Mark Karlin, (June 10, 2018), Truthout: “Henry Giroux, The Nightmare of Neoliberal Fascism: <a href="https://truthout.org/articles/henry-a-giroux-the-nightmare-of-neoliberal-fascism/">https://truthout.org/articles/henry-a-giroux-the-nightmare-of-neoliberal-fascism/</a> Seeking Democracy Inside, and Outside, of Education: Re-conceptualizing Perceptions and Experiences Related to Democracy and Education: <a href="https://democracyeducationjournal.org/home/vol25/iss2/4/">https://democracyeducationjournal.org/home/vol25/iss2/4/</a> >; Henry Giroux: The Language Of Neoliberalism & Towards A Fascist Politics (2019): <a href="https://www.youtube.com/watch?v=d2v_prryzt8">https://www.youtube.com/watch?v=d2v_prryzt8</a>
Week 14 Jan. 18	<b>14. Professionals and Professionalism Teachers &amp; the Politics of Teaching Gender, Social Diversity &amp; Teaching Proletarianization &amp; Intensification of Teaching</b>	Case studies: <b>Nelsen</b> , Chapter 4  <b>Wotherspoon</b> , Chapter 6 (pp: 160-184) <b>Wotherspoon</b> Chapter 6 (pp: 184-192)
Week 15- Jan.25	<b>15. Schooling &amp; Work &amp; “Race,” Class &amp; Gender</b>	Wotherspoon, Chapter 7; Background material: The CORPORATION Doc.; Automation entering white-collar work <a href="https://www.cbc.ca/player/play/887708739657">https://www.cbc.ca/player/play/887708739657</a>

Date	Course Topics	Required & Recommended Readings
Week 16 Feb. 1	16. Women's Educational & Work Experiences,	See my PowerPoint Presentation (PPT) Part 1: Gender Issues in Education & Work
Week 17 Feb. 8	17. Making the Curriculum More "Girl-Friendly" Feminism and the Academy & the Transformation of Knowledge	See my PPT Part 2: Gender Issues in Education & Work Meg Luxton, Chapter 1 (D2L)
Week 18 Feb. 22	18. Universities as Knowledge Businesses— Edubusiness and Edutainment Critical Pedagogy in Dark Times	Recommended: case study: Luxton (J. Newson, pp: 100-119). Nelsen, Chapter 5; Henry Giroux (pp: 3-15); Peter McLaren: The End of Education: Schooling, Late Capitalism and New Directions in Critical Pedagogy: <a href="https://www.youtube.com/watch?v=sGagOcyrRE4">https://www.youtube.com/watch?v=sGagOcyrRE4</a>
Feb 15	<b>Winter Study Break: 15-19</b>	
week 19 March 1	19. Educational Opportunity & Social Reproduction	<b>Wotherspoon, Chapter 8</b>
Week 20 March 8	20. The Impact of the Colonized Classroom on Indigenous Students The Ways Indigenous Students Respond to "Race" in Post-Secondary Classrooms	<b>Cote-Meek, Chapter 5</b> <b>Cote-Meek, Chapter 6</b>
	<b>Winter Study Break: 15-19</b>	
Week 21 March 15	21. Current Educational Challenges & Reforms Education & the New Technology The Promise of Critical Pedagogy in the Age of Globalization Multicultural Education in the Future Teaching against Islamophobia	Wotherspoon, Chapter 9  Recommended: Nelsen, Chapter 7 Henry Giroux (pp: 69-85) See the following 2 articles on the D2L: R. Gosh & Ali Abdi, pp: 165-179 C.D. Stonebanks, pp: 29-41, in J. Kincheloe et al, Eds
Week 22 March 22	22. Education & Social Diversity Indigenous Students & the Possibilities of Transformational Pedagogy	Recommended: G. Sefa Dei, & A. Calliste (Eds.). <i>Power, Knowledge and Anti-Racism Education: A Critical Reader</i> —Chapter 1 (see my PPT) <b>Cote-Meek, Chapter 7</b>
Week 23 March 29	23. International Issues & Education	Michael Apple, <i>Global Crises, Social Justice &amp; Education</i> (Chapter 1—pp: 1-23) (D2L)
March 31 <sup>st</sup>	<b>TEST—March 31<sup>st</sup></b>	
Date	Course Topics	Required & Recommended Readings
Week 24 April 6	24. Educating for Peace in a Time of Permanent War Reexamining the Role of Intellectual in Times of War	<b>Task: Critical Reflection and Discussion</b> Carr & Porfilio, Chapter 1 (pp: 1-21) (D2L)  P. Orelus, Chap. 5, (pp: 84-97) (D2L)

## Course Requirements

There are four (3) requirements for this course.

1. **Two Response Papers. Due dates: Oct. 21<sup>th</sup> and Feb. 26<sup>th</sup>** (2 @ 15 marks each)  
.....**30%**

Each response paper answers a specific question (or questions) in relation to my PowerPoint presentation(s) and reading material for a specific date. More detail is given on the Instruction page.

2. **Two Tests:** Nov. 25<sup>th</sup> and March 31<sup>st</sup>..... (2 @ 20% each).....40%

The tests consist of short answer/ short essay questions and may include multiple-choice questions. The tests cover all class work, my PowerPoint presentations, and reading material to date.

3. **Posts, Critical Reflection and Discussions**

Six Posts. Due dates: Sept. 15, Oct. 6, Nov 17, Jan. 15, Feb. 9 & March 16.

(6 @ 5% each) .....30%

To do well in this course, you must do the work on a weekly basis. You must contribute to the discussions in a thoughtful way. You must also critically reflect on the assigned readings and my PowerPoint presentations, by making use of the concepts, theories and other material covered in this course and clearly show that in your response papers and posts.

**ASSIGNMENT POLICIES:**

- The response papers 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>  
[https://www.lakeheadu.ca/sites/default/files/uploads/92/ASA\\_Style\\_4th\\_ed\\_0.pdf](https://www.lakeheadu.ca/sites/default/files/uploads/92/ASA_Style_4th_ed_0.pdf)
- There is a penalty for response papers handed in late (2% per day).
- Plagiarism will not be tolerated and will be dealt with according to the University regulations. See for more details, Lakehead University New Student Code of Conduct: Academic Integrity: <https://teachingcommons.lakeheadu.ca/index.php/new-student-code-conduct-academic-integrity>

Further, the student will be given additional information concerning course topics, course requirements, evaluation procedures and any other relevant material on Sept 8th.

**Required (and recommended) additional readings:**

- **Available on online 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.

## University Policies

- Students in this course are expected to conform to the [Code of Student Behaviour](#). Please read the [Code of Student Behaviour](#)<sup>1</sup>.
- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services \(SAS\)](#)<sup>2</sup> and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](#)<sup>3</sup>. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

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<sup>1</sup> <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>

<sup>2</sup> <http://studentaccessibility.lakeheadu.ca>

<sup>3</sup> <http://www.ohrc.on.ca/en/ontario-human-rights-code>