



**DEPARTMENT OF SOCIOLOGY**  
**Sociology 3501YDE—Sociology of Education**  
**Fall/Winter 2023-2024**

*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. 5 & 11	1. Introduction Terms & Concepts 2. Social Inquiry	<b>Wotherspoon, Chapter 1 (PPTs); Nelsen, Chapter 1</b>
Week 3 Sept. 18	3. Historical (& Recent Changes) of Canadian Education	<b>Wotherspoon, Chapter 3</b>
Week 4 - Sept. 25	4. Historical Development of Indigenous Education	<b>(PPT); Cote-Meek, Chapter 3: pp:46-63;</b> Recommended: Bernard Schissel & 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>

Date	Course Topics	Required & Recommended Readings
Week 5 Oct. 2 - Oct 9 <sup>th</sup> Week 6- Oct.16	<b>5. Sociological Theories of Education</b>  <b>Fall Study Break: Oct. 9-13</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	<b>Wotherspoon</b> , Chapter 2 (PPTs); 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>  <b>Cote-Meek</b> , chapter 3 (pp: 63-86)  <b>Cote-Meek</b> , Chapters 1-2 <b>Schissel &amp; Wotherspoon</b> , chaps.1 & 2 (D2L)
Week 7 Oct. 23 & Week 8 Oct. 30	<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;13-22) (D2L)/(PPT) <b>Kincheloe</b> , pp:3-25 (D2L); 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> Recommended: bell hooks, Teaching to Transgress— Chapters 1-2; Freire, chapter 2 (D2L); 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 Studies: Nelsen, Chapter 7; bell hooks (Telling the Story:49-53; Sharing the Story: 55-58) D2L
Week 9 Nov. 6 Week 10- Nov. 13 Week 11 Nov. 20  Nov. 22 <sup>rd</sup>	<b>9. The Process of Schooling, Social Inequality &amp; Resistance</b> Parents and Pedagogy: Helicopters and Expert Advice <b>10. Negotiating “Race” in the Classroom</b> <b>11. The Hidden Curriculum of Compulsory Schooling</b> <b>TEST—Nov. 22<sup>nd</sup></b>	<b>Wotherspoon</b> , chapter 5 (PPT)  Case Study: Nelsen, Chapter 3  <b>Cote-Meek</b> , Chapter 4 <b>Gatto</b> , Chapters 1- 2 (D2L)/(PPT)
Week 12 Nov. 27- Dec 4	<b>12 The structure of Canadian Education Systems</b> Comparative Educational Growth & Gender Inequalities Neo-Liberalism & Education Democracy Inside, and Outside, of Education  The Language of Neoliberalism	<b>Wotherspoon</b> , Chapter 4 (PPT) <b>Recommended:</b> 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> ; Paul Carr, “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 13 Jan. 8	<b>13. Professionals and Professionalism</b> Teachers & the Politics of Teaching Gender, Social Diversity & Teaching Proletarianization & Intensification of Teaching	Case studies: <b>Nelsen</b> , Chapter 4  <b>Wotherspoon</b> , Chapter 6 (pp: 160-184) <b>Wotherspoon</b> Chapter 6 (pp: 184-192)/(PPT)

Date	Course Topics	Required & Recommended Readings
Week 14 Jan. 15	14. Schooling & Work & “Race,” Class & Gender	<b>Wotherspoon</b> , Chapter 7 (PPT); Background materials & beyond: Tithi Bhattacharya: Caring Enough to Rebel: Feminism for the 99% and the New Class Struggle Feminism (focus on 23-39): <a href="https://www.youtube.com/watch?v=a0sB3SUwbDs">https://www.youtube.com/watch?v=a0sB3SUwbDs</a> 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>
Week 15 Jan.22	15. Corporate Power and Higher Education Universities as Knowledge Businesses	The Jamie Brownlee Interview (2019): <a href="https://aptpuo.ca/wp-content/uploads/2019/10/JamieBrownleeInterview.pdf">https://aptpuo.ca/wp-content/uploads/2019/10/JamieBrownleeInterview.pdf</a> Jamie Brownlee’s Thesis (2014— <b>chapter 7</b> ). <i>Irreconcilable Differences</i> (D2L)
Week 16 Jan. 29 Week 17 Feb. 5	16. Women’s Educational & Work Experiences, 17. Making the Curriculum More “Girl-Friendly” Feminism and the Academy & the Transformation of Knowledge	See my PowerPoint Presentation (PPT) Part 1: Gender Issues in Education & Work See my PPT, Part 2: Gender Issues in Education & Work  Meg Luxton, Chapter 1 (D2L)
Week 18 Feb. 12	18. Critical Pedagogy in Dark Times  Edubusiness and Edutainment	Henry <b>Giroux</b> , 2011 (pp: 3-15)/(PPT); 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> Nelsen, Chapter 5
<b>Feb. 19</b>	<b>Winter Study Break: Feb. 19-23</b>	
week 19 Feb. 26 Week 20 March 4	19. Educational Opportunity & Social Reproduction 20. The Impact of the Colonized Classroom on Indigenous Students The Ways Indigenous Students Respond to “Race” in Post-Secondary Classrooms	<b>Wotherspoon</b> , Chapter 8 (PPT)  <b>Cote-Meek</b> , Chapter 5  <b>Cote-Meek</b> , Chapter 6
Week 21 <b>March 11</b>  Week 22 March 18	21. Current Educational Challenges & Reforms Education & Digital Technology The Promise of Critical Pedagogy in the Age of Globalization Multicultural Education in the Future Teaching against Islamophobia 22. Education & Social Diversity	<b>Wotherspoon</b> , Chapter 9 (PPT) Recommended: Nelsen, Chapter 7; Henry Giroux (pp: 69-85); Michael Apple, <i>Global Crises, Social Justice &amp; Education</i> (Chapter 1—pp: 1-23) (D2L). See the following articles on the D2L: R. Gosh & Ali Abdi, pp: 165-179; C.D. Stonebanks, pp: 29-41, in J. Kincheloe (D2L). <b>Recommended:</b> G. Sefa Dei, & A. Calliste (Eds.). <i>Power, Knowledge and Anti-Racism Education: A Critical Reader</i> —Chapter 1 (see my PPT);
Week 23 March 25	23. Reconciling Indigenous Knowledge & the Possibilities of Transformational Pedagogy	<b>Cote-Meek</b> , Chapter 7; Battiste, Chapter 8 (D2L)
March 27 <sup>th</sup>	<b>TEST2—March 27<sup>th</sup></b>	
Week 24 April 2 -9	24. Educating for Peace in a Time of Permanent War Reexamining the Role of Intellectual in Times of War	Carr & Porfilio, Chapter 1 (pp: 1-21) (D2L)  P. Orelus, Chap. 5 (in Carr & Porfilio—pp: 84-97) (D2L)

## Course Requirements

There are three (3) requirements for this course.

1. **Two Response Papers. Due dates: Oct. 18<sup>th</sup> and Feb. 28<sup>th</sup>** (2 @ 12 marks each)  
.....**24%**

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 (D2L).

2. **Two Tests: Nov. 22<sup>nd</sup> and March 27<sup>th</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 PowerPoints, and reading material to date.

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

**Five Posts.** Due dates: Sept. 20, Oct. 4, Nov 15, Jan. 10, & March 13.

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

**3 Comments on Posts 1, 3 & 5**..... (3 @ 2% each) ... ..**6%**

More detail is given on the Instruction page and schedule of modules on the D2L.

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://www.lakeheadu.ca/students/student-life/student-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 5<sup>th</sup>**.

### Required (and recommended) additional readings (Available on the D2L):

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

APTPOU. 2019. The Jamie Brownlee Interview (Professor Jamie Brownlee, author of author of Academia, Inc., was interviewed by Tom Boogaart, about the status of higher education in Canada today). At

<https://aptpuo.ca/wp-content/uploads/2019/10/JamieBrownleeInterview.pdf>

Brownlee, Jamie. 2014. *Irreconcilable Differences: The Corporatization of Canadian Universities* -- A thesis submitted to the Faculty of Graduate and Postdoctoral Affairs in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Sociology (Specialization in Political Economy) Carleton University, Ottawa, Ontario. At <[https://curve.carleton.ca/system/files/etd/b945d1f1-64d4-40eb-92d2-1a29effe0f76/etd\\_pdf/2fbce6a2de5f5de090062ca7af0a4b1e/brownlee-irreconcilabledifferences.thecorporatization.pdf](https://curve.carleton.ca/system/files/etd/b945d1f1-64d4-40eb-92d2-1a29effe0f76/etd_pdf/2fbce6a2de5f5de090062ca7af0a4b1e/brownlee-irreconcilabledifferences.thecorporatization.pdf)>

Carr, Paul. 2011. (pp: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.

CBC Radio. Feb 23, 2018. Sheila Cote-Meek, author of Colonized classrooms - Interviewed by the *CBC Radio*. At <<https://www.cbc.ca/radio/unreserved/decolonizing-the-classroom-is-there-space-for-indigenous-knowledge-in-academia-1.4544984/colonized-classrooms-student-experiences-embedded-in-racism-1.4547069>>

Freire, Paulo. 1970/1996. (Chapter 2). *Pedagogy of the Oppressed* (New revised ed.). Toronto: Penguin Books.

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). *On Critical Pedagogy*. New York: Continuum International Publishing Group.

Giroux, Henry. 2020 (Chapter 3: The Promise of Critical Pedagogy in the Age of Globalization: Towards a Pedagogy of Democratization ). *On Critical Pedagogy* (2<sup>nd</sup> ed.). 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;13-22;49-53;55-58). *Teaching Critical Thinking: Practical Wisdom*. New York: Routledge.

Kincheloe, Joe. 2010 (**Introduction**: What We Call Knowledge Is Complicated and Harbors Profound Consequences—pp:3-25). *Knowledge and Critical Pedagogy: An Introduction*. New York: Springer.

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). *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.

Spooner, Marc & James McNinch. 2018 (Marie Battiste, Chapter 8—Reconciling Indigenous Knowledge in Education: Promises, Possibilities, and Imperatives). *Dissident Knowledge in Higher Education*. Regina: University of Regina 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>