DEPARTMENT OF SOCIOLOGY
Sociology 3501YDE—Sociology of Education
Fall/Winter 2025-2026
Tuesdays & Thursdays: 11:30am-1:00 pm - via zoom
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. (LU bookstore price: $24.95 print, e-version not available).

2) Wotherspoon, Terry. 2018. *The Sociology of Education in Canada: Critical Perspectives* (5th Ed.). Don Mills: Oxford University Press. (LU bookstore price: $113.99 print, $56.99 e-version).

3) Cote-Meek, Sheila. 2014. *Colonized Classrooms: Racism, Trauma and Resistance in Post-Secondary Education*. Nova Scotia: Fernwood. (LU bookstore price: $29.00 print, $28.99 e-version).

4) Required (and recommended) additional readings—available online on the **D2L** (see for further details pp: 5-6).

Learning Outcomes

By the end of this course, students will be able to:
1. Analyze sociological theories and concepts related to education, and how they interpret educational inequality, the tension between democratic ideals and institutional practices;
2. Identify the role of education in (re)producing or challenging power dynamics;
3. Examine how systemic forces intersect with personal experiences within the education system to reinforce or challenge disparities rooted in gender, "race" and class;
4. Analyze the historical trajectories of educational systems and their entanglements with policy development and modes of economic production, highlighting the ways "race," class, and gender have influenced and been influenced by these processes;
5. Evaluate the continuing impact of (neo)colonialism and capitalism on Indigenous groups and

the strategies Indigenous people use to resist domination and assert autonomy;
6. Investigate the deep-rooted and intergenerational trauma caused by residential schools and its ongoing influence on Indigenous educational access, engagement, and identity;
7. Appraise how neoliberal and hegemonic influences on work policies and approaches deepen educational inequality and affect the quality of schooling.

Date	Course Topics	Required & Recommended Readings
Module1 Sept. 2, 4, 9	1.Introduction Terms & Concepts 2. Social Inquiry	**Wotherspoon**, Chapter **1 (PPTs)**; **Nelsen**, Chapter **1;** **Fiddler**, 2023 – chapter2 (pp: 29-47): "Decolonializing … Approaches through Indigenous Storying" in Datta (ed.)
Sept. 11 & 16	3. Historical (& Recent Changes) of Canadian Education	**Wotherspoon,** Chapter **3 (PPT)**
Sept. 18 & 23	**4**. Historical Development of Indigenous Education	**(PPT); Cote-Meek**, Chapter 3: pp:46-63; Recommended: Bernard Schissel & Wotherspoon, *The Legacy of School for Aboriginal People: Education, Oppression, & Emancipation* (Chapter 3); **TRC**: http://nctr.ca/reports2.php
Module2 Sept 25 & Oct.2 **Oct 7** & **9**	**5. Sociological Theories of Education** (*Sept. 30: National Day for TR* **- No Class)** **6**. Explanations of the Impact of Colonization on Indigenous Peoples & Their Education Indigenous Peoples & the Cultural/Colonial Divide Indigenous Education in Canada: Issues & Theories **Fall Study Break: Oct. 14-18**	**Wotherspoon**, Chapter 2 (PPTs); recommended: Douglas Brown, & Michael Apple, Social Theory, Critical Transcendence, and the New Sociology: An Essay: https://ineducation.ca/ineducation/article/view/79/346 **Cote-Meek**, chapter 3 (pp: 63-86) **Cote-Meek**, Chapters 1-2 **Schissel & Wotherspoon**, chaps.1 & 2 (D2L)
Oct. 21 & 23 Oct **28** & **30**	**7. Critical Thinking, Engaged Pedagogy & Democracy** **8**. Critical Pedagogy: Rethinking Teaching Practices Classroom Practice and Student-Friendly Suggestions	bell **hooks**, *Teaching Critical Thinking* (pp: 1-11;13-22) (D2L)/**(PPT)** **PPT; Kincheloe**, pp:3-25 (D2L); Henry Giroux, "All education is a struggle over what kind of future you want for young people" https://www.youtube.com/watch?v=LCMXKt5vRQk Recommended: bell hooks, Teaching to Transgress—Chapters 1-2; Freire, chapter 2 (D2L); Mark Hudson, "Education for Change: Henry Giroux and Transformative Critical Pedagogy": https://solidarity-us.org/atc/83/p1734/ Case Studies: Nelsen, Chapter 7; bell hooks (Telling the Story:49-53; Sharing the Story: 55-58) D2L
Module 3 Nov 4 & **6 Nov 11** & **Nov 13 Nov 18 Nov 20th** **Nov. 25,**	**9**. The Process of Schooling, Social Inequality & Resistance Parents and Pedagogy: Helicopters and Expert Advice **Nov. 18 Test Review** **10**. Negotiating "Race" in the classroom **TEST 1—Nov. 20th** 11.The Hidden Curriculum of Compulsory Schooling	**Wotherspoon**, chapter 5 **(PPT)** Case Study: Nelsen, Chapter 3 **Cote-Meek,** Chapter 4 **Gatto**, Chapters 1- 2 (D2L)/**(PPT)**

Date	Course Topics	Required & Recommended Readings
Module4 Nov 27 & Dec **2-**	**12** 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 (**PPT**) **Recommended**: Mark Karlin, (June 10, 2018),Truthout: "Henry Giroux, "The Nightmare of Neoliberal Fascism":https://truthout.org/articles/henry-a-giroux-the-nightmare-of-neoliberal-fascism/; Paul Carr, "Seeking Democracy Inside, and Outside, of Education: Re-conceptualizing Perceptions and Experiences Related to Democracy and Education" :<https://democracyeducationjournal.org/home/vol25/iss2/4/>; Henry Giroux, "The Language of Neoliberalism & Towards A Fascist Politics" (2019): https://www.youtube.com/watch?v=d2v_prryzt8
Jan. **6, 8** & 13	**13**. Professionals and Professionalism Teachers & the Politics of Teaching Gender, Social Diversity &Teaching Proletarianization & Intensification of Teaching	Case studies: **Nelsen**, Chapter 4 **Wotherspoon**, Chapter 6 (pp: 160-184) **Wotherspoon** Chapter 6 (pp: 184-192)/(**PPT**)
Jan. **15, 20 &22**	**14**. Schooling & Work & "Race," Class & Gender	**Wotherspoon**, 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): https://www.youtube.com/watch?v=a0sB3SUwbDs The CORPORATION Doc; Automation entering white-collar work: https://www.cbc.ca/player/play/887708739657
Jan.**27**	**15**. Corporate Power and Higher Education Universities as Knowledge Businesses	The Jamie Brownlee Interview (2019): https://aptpuo.ca/wp-content/uploads/2019/10/JamieBrownleeInterview.pdf Jamie Brownlee's Thesis (2014—**chapter 7**). *Irreconcilable Differences* (D2L)
Module5 Jan. 29, Feb. **3, 5, & 10**	**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)
Feb. **12**	**18**. Critical Pedagogy in Dark Times Edubusiness and Edutainment	Henry **Giroux**, 2011 (pp: 3-15)/(**PPT**); Peter McLaren, "The End of Education: Schooling, Late Capitalism and New Directions in Critical Pedagogy": **https://www.youtube.com/watch?v=sGagOcyrRE4** Nelsen, Chapter 5
Feb. 17..	**Winter Study Break: Feb. 16-21**	
Feb. **24, 26** & March **3**	**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	**Wotherspoon, Chapter 8 (PPT);** J **Chapola**, chapter 7 (pp: 115-130): "Learning the importance of Indigenous Meanings of Land Acknowledgement" – in **Datta** (ed.) **Cote-Meek, Chapter 5** **Cote-Meek, Chapter 6**

Date	Course Topics	Required & Recommended Readings
Module6 March 5 & 10	**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	**Wotherspoon**, Chapter 9 (**PPT**); Michael Apple, Global Crises, Social Justice & Education (Chapter 1—pp: 1-23) (D2L). Recommended: Nelsen, Chapter 7; Henry Giroux (pp: 69-85); See the following articles on the D2L: R. Gosh & Ali Abdi, pp: 165-179; C.D. Stonebanks, pp: 29-41, in J. Kincheloe (D2L).
March **12 &17**	**22**. Education & Social Diversity	**Recommended**: G. Sefa Dei, & A. Calliste (Eds.). *Power, Knowledge and Anti-Racism Education*: *A Critical Reader*—Chapter 1 (see my **PPT**)
March 24	**23.** Reconciling Indigenous Knowledge & the Possibilities of Transformational Pedagogy	**Cote**-**Meek**, Chapter 7; Battiste, Chapter 8 (D2L)
March 26th	**TEST2—March 26th**	
March 31 & April **2**	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/pp: 84-97 - in Carr & Porfilio (eds.) (D2L)

Course Requirements

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

1. **Two Response Papers.** Due dates: **Oct**. **23rd** and Feb. 2**6th** (2 @ 20% each)
....**40%**
Each response paper answers a specific question (or questions) in relation to my
PowerPoint presentation(s) and reading material(s) for a specific date. More detail will be
provided in class and on the Instruction page (D2L).

2. **Two Tests**: Nov. **20th** and March **26th**.… ………… **(2 @ 20% each)**…………**40%**

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

3. One Presentation...**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 consist of **two** students,
and every group is required to do the following:

(**A***) In-Class Article-Presentation*
Every group will be provided with (an) article(s) on the topic of crime 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 materials
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 reading 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.

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

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**:**
  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

GenAI Use
Read the Dean's policy (summarized) below and follow its guidelines.
   GenAI tools must be used responsibly and ethically. The following information and guidelines apply to the use of AI-based tools in this course:

   1.**Student Responsibility** – It is the **responsibility** of the student to understand the **limitations** of AI-based tools. While these tools can provide suggestions and insights, **final decisions** and **critical thinking should come from the student's own understanding and effort**.
   2. **Formative Usage** – In this class, you may use GenAI for formative, but **not summative**, work. That means it can be used as a "possibility engine" (brainstorm tool), a "**study buddy**,"…a "**guide on the side**," a "**personal tutor**,"…etc. to help you learn course content, but it **cannot** be used as the primary vehicle for any work that is submitted for marks or evaluation [in other words, **you cannot copy-and-paste AI generated text into your own writing**].
   3. **Error** & **Bias** – AI learns from patterns and examples in data to generate content. If the data is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased.
   4. **Trustworthiness** – Generative AI can generate fake news, misinformation, or deepfake

content, which can have harmful consequences [hence, **AI** can be unreliable; it can include misinformation, disinformation and bias, make up writers, and plagiarize].

5. **Plagiarism** – Since writing and critical thinking ability are learning outcomes of this course, all work submitted for evaluation must be the student's original work. **Using the work of others** (including content curated/generated by AI) **without proper citation** is considered **plagiarism. [**you must **then acknowledge any use** of **AI** (including **editing your writing]**.

6. **Citation** of **Sources** – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor) **[**see **ASA** on citing generative AI**]**. Failure to do so will be considered a violation of academic integrity. See Student Code of 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 2ⁿᵈ**.

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

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

Datta, Ranjan. 2023 (C. Fidler, chpater2 (pp: 29-47): "Decolonializing…Approaches through Indigenous Storying"; J Chapola, chapter 7 (pp: 115-130): "Learning the importance of Indigenous Meanings of Land Acknowledgement…" *Decolonization in Practice: Reflective Learning from Cross-Cultural Perspectives*. Toronto: Canadian Scholars

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* (2nd 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[1].
- **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)[2] and register as early as possible.
- Accommodations are in accordance with the terms of the Ontario Human Rights Code[3]. 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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[1] https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities

[2] http://studentaccessibility.lakeheadu.ca

[3] http://www.ohrc.on.ca/en/ontario-human-rights-code