



DEPARTMENT OF SOCIOLOGY

Sociology 3501YA

Sociology of Education

Fall/Winter 2014-2015

Tuesdays & Thursdays: 11:30 - 1:00 p.m., AT 1006

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)

There are two required textbooks and one reading package for this course.

- 1) Nelsen, Randle W. 2007. *Fun and Games and Higher Education: the Lonely Crowd Revisited*. Toronto: Between the Lines.
- 2) Wotherspoon, Terry. 2014. *The Sociology of Education in Canada: Critical Perspectives* (4th ed.). Don Mills: Oxford University Press.
- 3) Reading Package for *Sociology 3501YA-Sociology of Education*.

Course Outline

Required & Recommended Readings

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|---|---------------------------------------|
| 1. Introduction | Wotherspoon, 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, and Emancipation</i> — | Chapter 3 [Reserve] |
| 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: b. hook, <i>Teaching to Transgress</i> — | Chapters 1-2 [Reserve] |
| Aboriginal Education in Canada: Issues & Theories—Schissel & Wotherspoon, Chapters 1&2 | |
| Decolonization & Education | 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, chapters 9 &10 (pp:49-58) |

6. Fun & Games & Education Case Studies: Nelsen, Chapters 1- 6
7. The structure of Canadian Education Systems
Comparative Educational Growth & Gender Inequalities—Wotherspoon, Chapter 4
Neo-Liberalism & Education—Recommended: Henry Giroux, 2004. *The Terror of Neoliberalism: Authoritarianism and the Eclipse of Democracy*.
Neoliberalism, Political (II) literacy & the Quest for Democracy—Paul Carr, Chapter 6 (pp:105-122)
8. 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. The University on-the-Ground—Universities as Knowledge Businesses—Luxton (J. Newson, pp:100-119)
Critical Pedagogy in Dark Times Henry Giroux (pp: 3-15)
11. Schooling & Work & Race, Class & Gender Wotherspoon, Chapter 7
12. Educational Opportunity & Social Reproduction Wotherspoon, Chapter 8
Education & Democracy & White Privilege Paul Carr, Chapters 5& 9 (pp:95-103;171-183)
13. International Issues & Education — Michael Apple, 2010. *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 7
Moving Past Race & Gender bell hooks, chapter 29 (pp:169-176)
Education & Social Diversity—Recommended: George Sefa Dei, and Agnes Calliste (Eds.). *Power, Knowledge and Anti-Racism Education: A Critical Reader*—Chapter 1
Practical Wisdom, Knowledge & Learning bell hooks, Chapter 32 (pp:185-188)
Concluding Thoughts on a Critical Pedagogy of Democracy Paul Carr, Chapter 14 (pp:261-278)

Course Requirements

There are **five (5) requirements** for this course.

1. **One Essay. Due Feb 26th 20%**

Every student is expected to write an essay on any sociology of education topic. The essay should be no more than **2000 words (8 pgs, db-spaced)**. 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.

2. **Two in-class Tests: November 20th and March 26th..... (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 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.

3. **One Take-home Exam.** Due date: October 16th **10%**

The 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).

4. **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.

5. **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. Students are strongly encouraged not to engage in private conversations during class lectures.

PLEASE NOTE:

- The essay and the take-home exam 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 and the take-home exam.
- 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 2014/15:
<http://calendar.lakeheadu.ca/current/contents/regulations/univregsIXacdishon.html>

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.

Reading Package for Sociology 3501YA

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.

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.

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

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

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

Further Recommended Readings:

Contenta, Sandro. 1993. *Rituals of Failure: What Schools Really Teach?* Toronto: Between the Lines.

Dei, George Sefa and Agnes Calliste. 2000. *Power, Knowledge and Anti-Racism Education: A Critical Reader*. Halifax: Fernwood Publishing.

Giroux, Henry. 2004. *The Terror of Neoliberalism: Authoritarianism and the Eclipse of Democracy*. Aurora, ON:Garamond Press.

hooks, bell. 1994. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.