

**BRESCIA UNIVERSITY COLLEGE
DEPARTMENT OF SOCIOLOGY**

**SOCIOLOGY 2144b/530
Sociology of Education
Winter 2012**

Instructor: Georgios Fthenos

Office:

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Lectures: Mondays 10:30am to 12:20pm

Classroom: BR303

Office hours: Mondays 12:30 to 1:30

Course Description

This course is a comprehensive examination of educational institutions that will familiarize students with the main findings, theoretical perspectives and research methods employed in the sociological study of education. Topics include socioeconomic, gender, and racial inequalities in education; curriculum development and reform; measurement and testing; school as a socializing agent; the commercialization of schools and schooling and the labour market. Upon completion of the course, students will understand changes in educational practices, the major debates in educational research and policy, and the nature of the evidence used to support competing positions.

Course Objectives

Applying different empirical and theoretical perspectives on education, we will do the following throughout this course:

- trace the historical development and organization of education in Canada;
- investigate patterns of educational participation;
- discuss the socialization function of schools;
- analyze the role of education in the reproduction of social inequality; and
- learn about contemporary challenges facing education systems

Required Texts

- Scott Davies and Neil Guppy. 2010. *The Schooled Society*, Second Edition. Toronto: Oxford University Press.
- Custom Courseware. Course Readings Available in Brescia University College Library

*Note: Please purchase the new, second edition, as it contains significant updates and new information compared to the first edition.

Course Requirements:

Test #1	Date: Jan 30	20%
Test #2	Date: Mar 12	40%
Final Exam:	April Exam Period	40%

The tests and final exam will be made up of multiple choice, fill in the blanks, true/false and short answer questions. You will be tested on materials covered in the textbook, readings, lectures, films, and class discussions.

Readings for Sociology 2144b/530 Available in Brescia University Library

Wotherspoon, T. 2004. 'Historical and Organizational Dimensions of Canadian Education' in *The Sociology of Education in Canada*, 2(ed), pp. 53-90.

Alexander, K.L., Entwisle, D.R., & Horsey, C.S. 1997. From First Grade Forward: Early Foundations of High School Dropout. *Sociology of Education*, 70: 87-107.

Frenette, M. & Zeman, K. 2007. Why Are Most University Students Women? Evidence Based on Academic Performance, Study Habits and Parental Influences. Statistics Canada: Analytical Studies Branch Research Paper Series 11F0019MIE – No. 303.

Sax, L. 2006. Six Degrees of Separation: What Teachers Need to Know about the Emerging Science of Sex Differences. *Education Horizons*, 84: 190-200

Buchmann , C. & DiPrete, T. 2008. Gender Inequalities in Education. *Annual Review of Sociology*, 34: 319-337.

Davies, S. & Quirke, L. 2007. The Impact of Sector on School Organizations: Institutional and Market Logics. *Sociology of Education*, 80: 66-90.

DATE	TOPICS	READINGS
Jan 9	Introduction to the Sociology of Education <ul style="list-style-type: none"> • An introduction to the major concepts in the field of sociology of education • What is the sociology of education? • An introduction to sociological research in education • What are the links between schooling and society? 	D&G Ch. 1
Jan 16	Classical & Contemporary Theoretical Perspectives <ul style="list-style-type: none"> • How do classical and contemporary sociological theories help us to understand schooling? • What are the limits of classical and contemporary theories for the study of schooling? • How has the sociological understanding of education developed over time? 	D&G Ch. 2 & 3
Jan 23	History of Education in Canada <ul style="list-style-type: none"> • A description of the history of education in Canada • A discussion of the ways in which the Canadian education system is both similar and different from other systems around the world • How has the Canadian education system changed over time? 	Wotherspoon, T. 2004.
Jan 30	Exam # 1 – Worth 20% Location: Elborn College, Room TBA	
Feb 6	The Rise of Modern Schooling <ul style="list-style-type: none"> • To understand the varying forms that schooling takes across time and space • How have our notions of education changed over the past century? • To examine how school forms have evolved as a consequence of the changing values placed on education • 	D&G Ch. 4 & 5
Feb 13	Inequalities in Education <ul style="list-style-type: none"> • How does race and ethnicity affect education? • How does inequality affect educational outcomes? • What racial or ethnic differences exist in regard to educational attainment and achievement? 	D&G Ch. 6 Alexander, K.L. et al. 1997.
Feb 20	READING WEEK – NO CLASSES	
Feb 27	Inequalities in Education <ul style="list-style-type: none"> • What are the factors that facilitate educational achievement and educational attainment? • How do educational outcomes differ by gender? • What gender differences exist in regard to educational attainment and achievement? 	Frenette, M. & Zeman, K. 2007 Sax, L. 2006. Buchmann , C. & DiPrete, T. 2008.

Mar 5	Organization of Schooling <ul style="list-style-type: none"> • What are the different types of schools, and how have they affected the relationship between students and teachers, and the relationship between students and their own academic work? • What are the social and cultural influences on curriculum? • How do educational reforms change the role of schools? 	D&G Ch. 7
Mar 12	<p style="text-align: center;">EXAM # 2 – WORTH 40% Location: Elborn College, Room TBA</p>	
Mar 19	The Content of Schooling: Curriculum <ul style="list-style-type: none"> • What are the social and cultural influences on curriculum? • How are schools different from other workplace settings? • Are teachers professionals? • How do educational reforms change the role of schools? • 	D&G Ch. 8 & 9
Mar 26	School as a Socializing Agent <ul style="list-style-type: none"> • To describe the changing influence of schools on students • What limitations do schools face in their socialization of students? • How can sociologists determine which influences on youth come from schools and which come from from their surrounding communities? 	D&G Ch. 10 & 11
Apr 2	The Commercialization of Schools <ul style="list-style-type: none"> • How has privatization, marketization, and corporatization changed the structure of schooling? • What are the drawbacks, and benefits, of school choice for students, parents, and schools? 	Davies, S. & Quirke, L. 2007.
Apr 9	Conclusion and Exam Review What is the future direction of Canadian education?	D&G Ch. 12
	<p style="text-align: center;">FINAL EXAM – WORTH 40% April Exam Period</p>	

**BRESCIA UNIVERSITY COLLEGE
ACADEMIC POLICIES AND REGULATIONS**

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation must be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is required. An SMC can be downloaded at <https://studentservices.uwo.ca/secure/index.cfm>. Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is not considered adequate to support a request for academic accommodation. If documentation is from Student Health Services, the student should sign a release of information form. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at http://www.westerncalendar.uwo.ca/2008/print_pg140.html.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you

should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year and or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the McCann Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial

plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website is at <http://www.brescia.uwo.ca/current/registrar/>, Academic Support and Advising is at <http://www.brescia.uwo.ca/current/advising/> and the McCann Student Services Centre is <http://www.brescia.uwo.ca/current/services/>. The University of Western Ontario Registrar's website is <http://www4.registrar.uwo.ca>.

[Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.]

