



Western University

**SOCIOLOGY 4450F – 001
Education and Society**

**Winter 2016/17
Thursdays, 9:30am-12:30pm, SSC 5406**

Instructor: Dr. Wolfgang Lehmann

Office Hours: by appointment
Department of Sociology, Office: SSC 5430

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Course Description

This seminar will look at classical and contemporary theories in the sociology of education as well as recent empirical research in this area. Particular emphasis will be placed on examining (1) the relationship between educational institutions and processes and the reproduction of social inequality; and (2) the competing visions of educational reform that have been offered in recent years.

Prerequisite(s)

Enrolment in fourth year of one of the Honors Specializations or Honors Double Major in Sociology.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The 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.

Learning Outcomes

By the end of this course, students will be able to:

- Interpret historical conditions that have led to the development of current education systems and institutions.
- Challenge common-sense assumptions about school success and failure.
- Compare and contrast different sociological and theoretical perspectives regarding the schooling experiences and outcomes of different social groups.
- Analyze the relationships between educational institutions and wider social structures.
- Evaluate critically different reasons for educational reform.
- Research and write an effective scholarly paper in the area of sociology of education.
- Effectively lead a seminar.
- Prepare an oral presentation that presents key information in a narrow time frame.

Required Text(s)

Lehmann, Wolfgang (Ed). 2016. *Education and Society: Canadian Perspectives*. Don Mills, ON: Oxford University Press.

Additional readings will be made available through our OWL course site and in class.

Method of Evaluation

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|----------------------|----------------------|-----|
| • Participation | | 10% |
| • Book Review | Due October 13, 2016 | 20% |
| • Seminar Leadership | | 10% |
| • Reading Reviews | | 10% |
| • Term Paper | Due December 1, 2016 | 50% |

Evaluation Breakdown (detailed information provided in class)

Participation (10%)

This assesses your overall participation in seminar discussion, both in terms of quantity and quality of your contributions.

Book Review (20%)

You have to write a critical review of one of the four following books:

- 1) Lareau, A. (2003). *Unequal Childhoods: Class, Race and Family Life*. Berkeley: University of California Press.
- 2) Brown, P., Lauder, H. & Ashton, D. (2011). *The Global Auction: The Broken Promises of Education, Jobs and Incomes*. Oxford & New York: Oxford University Press
- 3) Khan, Shamus Rahman. (2011). *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton, NJ: Princeton University Press.
- 4) Milner, M. 2004. *Freaks, Geeks, and Cool Kids: American Teenagers, Schools and the Culture of Consumption*. New York and London: Routledge

Follow this guideline when preparing the book review:

- Summarize the main arguments made in the book (in two or three paragraphs)
- Evaluate the arguments based on other literature and your own assessment
- Describe what is positive and negative about the arguments put forward in the book:
- Is the argument exhaustive?
- Is something missing?
- What are the strengths?
- What are the flaws?
- Finally, how does it relate to other works (or how do other works relate to the book)

Book review is due October 13, 2016; length: 5-7 pages double-spaced

Note: late assignments will be docked 5% per day, unless accommodation has been given

Seminar Leadership (10%)

The course has a seminar format. Each seminar is led by a group of students. The expectation is that students present the key arguments of the assigned readings for their seminar, offer a critical analysis, provide additional insights from other, related sources, and lead the discussion following their presentation.

The presentation should only be a summary of the highlights, plus your additional information. Please use other academic articles on the topic, which can support or challenge the points raised in the readings assigned for the week. You can also use some additional, non-scholarly materials. After the formal presentation, you will lead discussions. You should therefore prepare discussion questions.

Reading Reviews (10%)

Each week starting January 14, 2015 (second class), you are to submit a short comment and questions regarding the assigned readings for that week. In this submission, you should pinpoint one aspect of each reading that you thought worked well, and one aspect you would critique and include a question posed to class about each reading. You do not need to submit comments and questions on the week you are leading the seminar. Also, please not that comments such as “I really liked the article” or “The author did a great job explaining xyz” or “There are too few participants to make the research generalizable” will not gain you any marks. You need to demonstrate that you read and thought about the article.

You can either submit at the beginning of class, or email me your submission before class. Submissions are no longer accepted after class has taken place. In total, this will be ten (10) submissions. Your mark will drop one percent for each week you do not submit. Once you have submitted less than six, your reading review mark will automatically drop to zero (0).

Term Paper (50%)

You will pick a topic of your choice, but related to the course. You have to provide a critical literature review, including both theoretical perspectives and empirical research. A substantial portion of the paper has to come from sources beyond those already covered in the course readings.

The paper is expected to be 10 to 15 pages in length, double spaced (approximately 3,000 to 4,000 words).

Please confirm your term paper topic and approach with me before you start writing.

The term paper is due December 1, 2016 (last class)

Note: late assignments will be docked 5% per day, unless accommodation has been given

How to Contact Me

- In person: during office hours or by appointment in SSC 5430
- By telephone: 519-661-2111 x85385
- By email: wlehmann@uwo.ca

How to Get Important Information

Make sure to check the course OWL site regularly for course updates, cancellations, and other course-related postings.

Important Policies

Policies for Assignment Deadlines:

If you miss an assignment due to illness or for any other unforeseen reason, you must provide notification of and documentation for the reasons for your circumstances to your Academic Counselor within 48 hours. If your problem is medical in nature, you should be seen by your doctor on the date of the exam or on the date the assignment is due. If your Academic Counselor agrees that your reasons are legitimate and are supported by your medical doctor's documentation, you will be allowed to hand in your assignment at a later date.

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea 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 scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for 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 (www.turnitin.com).

Policy on Laptops and other Electronics/Phones in Class

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:
www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Compassionate Grounds

Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty's Academic Counseling office.

In Case of a Death: Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty's Academic Counseling office.

Grade Guidelines

The Department of Sociology has grade distribution guidelines that all instructors are required to follow. For Sociology courses at the 4000 level, class averages must be in the range of 75-78%

Course Attendance Requirements:

With the exception of legitimate medical/personal excuses (documentation required to be submitted) students are expected to attend at least 80% of the class meetings for this course. A passing grade in the course cannot be obtained without meeting this attendance requirement.

Course Schedule and Readings:

NOTE: THIS IS A TENTATIVE SCHEDULE; SOME READINGS STILL SUBJECT TO CHANGE

1. Introduction and Overview: September 8, 2016

- Lehmann Chapter 1

Part I. Processes, Practices and Outcomes

2. Is Achievement Meritocratic? September 15, 2016

- Lehmann Chapter 2
- Brown, Phillip 2013. Education, opportunity and the prospects for social mobility. *British Journal of Sociology of Education*. 34 (5-6): 678-700.
- Gamoran, A. 2001. American Schooling and Educational Inequality: A Forecast for the 21st Century. *Sociology of Education*. 74 (Extra Issue): 135-153.

3. Can Schools Lead to Social Mobility? September 22, 2016

- Hallinan, M. T. 1994. Tracking: From theory to practice. *Sociology of Education*, 67(2), 79-84. AND Oakes, J. 1994. More than misapplied technology: A normative and political response to Hallinan on tracking. *Sociology of Education*, 67(2), 84-91.
- Goldthorpe, John H. 1996. Class Analysis and the Reorientation of Class Theory: The Case of Persisting Differentials in Educational Attainment. *British Journal of Sociology*. 47 (3):481-505.
- Lehmann Chapter 3

4. Transitions to Employment: September 29, 2016

- Lehmann, Wolfgang 2011. Extra-credential experiences and social closure: working-class students at university. *British Educational Research Journal*, 38 (2): 203-218
- Lehmann Chapter 5
- Lehmann Chapter 7

Part II. Dimensions of Inequality

5. Gender: October 6, 2016

- Buchman, Claudia, Thomas A. DiPrete, and Anne McDaniel. 2008. "Gender Inequalities in Education." *Annual Review of Sociology* 34:319-337.
- Lehmann Chapter 9
- Kleinfeld, Judith. 2009 The State of American Boyhood. *Gender Issues*. 26:113–129.

6. Sexuality: October 13, 2016

(BOOK REVIEWS DUE TODAY)

- Lehmann Chapter 10
- Smith, G. W. (edited for publication by Dorothy Smith). 1998. The Ideology of "Fag": The School Experience of Gay Students. *The Sociological Quarterly*. 39(2): 309-335.
- McCormack, Mark and Eric Anderson. 2010. 'It's Just Not Acceptable Any More': The Erosion of Homophobia and the Softening of Masculinity at an English Sixth Form. *Sociology*. 44(5): 843–859.

7. Race and Ethnicity: October 20, 2016

- Lehmann Chapter 8.
- Dei, George J. Sefa 1996. The Role of Afrocentricity in the Inclusive Curriculum in Canadian Schools. *Canadian Journal of Education*. 21 (2): 170-186.
- Blackwell, D. 2010. Sidelines and separate spaces: making education anti-racist for students of color. *Race Ethnicity and Education*, 13 (4): 473–494.

Fall Study Break: October 27, 2016

8. Social Class and the Role of Family: November 3, 2016

- Lehmann Chapter 6
- Calarco, J.M. 2011. "I need help!" Social class and children's help-seeking in elementary school. *American Sociological Review*, 76(6), 862-882.
- Lehmann, Wolfgang. 2014. Habitus Transformation and Hidden Injuries: Successful Working-class University Students. *Sociology of Education*. 87 (1): 1-15.

9. Intersections: How Class, Gender, Race and other Factors Interact November 10, 2016

- Lehmann Chapter 4
- MacLeod, Jay. 2001. Ain't No Makin' It: Leveled Aspirations in a Low-income Neighborhood. Pp. 421-434 in Grusky, David B. (Ed.) *Social Stratification: Class Race and Gender in Sociological Perspective*. Boulder: Westview.
- Evans, Cathy and Donna Eder 1993. No Exit: Processes of Social Isolation in Middle School. *Journal of Contemporary Ethnography*. 22 (2): 139-170.

Part III. What Goes on in Schools: Safety, Teaching, Pedagogical Reforms

10. School Safety: November 17, 2016

- Lehmann Chapter 13
- Raby, Rebecca. 2005. Polite, well-dressed and on time: Secondary school conduct codes and the production of docile citizens. *Canadian Review of Sociology and Anthropology*, 42(1), 71-91.
- Stinchcomb, J. B., G. Bazemore, and N. Riestenberg. 2006. Beyond zero tolerance: Restoring justice in secondary schools. *Youth, Violence, and Juvenile Justice*, 4(2), 123-147.

11. Being a Teacher: November 24, 2016

- Lehmann Chapter 11.
- Rist, Ray 1977. On Understanding the Processes of Schooling: The Contributions of Labeling Theory. pp. 292-305 in A. Halsey, J. Floud, and C. Arnold Anderson (eds). *Education, Economy and Society*. Glencoe: The Free Press.
- Benton DeCourse, C. and Vogtle, S. (1997). In a Complex Voice: The Contradictions of Male Elementary Teachers' Career Choice and Professional Identity. *Journal of Teacher Education*. 48 (1): 37-46.

12.Reform Challenges, Review and Wrap-Up: December 1, 2016 (TERM PAPERS DUE TODAY)

- Lehmann Chapter 14
- Nezavdal, F. (2003). The Standardized Testing Movement: Equitable or Excessive. *McGill Journal of Education*, 38(1), 65-78.
- St. Clair, R. (2001). No More Classes? Framing Pedagogy in a Self-Paced Secondary School. *Alberta Journal of Educational Research*, 47(3), 206-221.