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 the Honors program (old), or one of the Honors Specializations (new), or Honors Double Major in Sociology.

IMPORTANT NOTE: You are responsible for ensuring that you have successfully completed all course prerequisites. If you do not have the requisites for this course, and you do not have written special permission from your Dean to enrol in this course, 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.

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)**
No required textbooks. Readings will be made available through our OWL course site and in class.

**Method of Evaluation**

- Participation 10%
- Book Review Due February 11, 2015 20%
- Seminar Leadership 10%
- Reading Reviews: 10%
- Term Paper Due April 8, 2015 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 three following books:


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 February 11, 2015; 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 from 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 the reading that you thought worked well, and one aspect you would critique and include a question posed to class about the reading. You do not need to submit a report on the week you are leading the seminar.

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 participation 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 April 8, 2015 (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:
Students may be required to submit their assignments to turnitin.com on the class WebCT website after they are completed. These papers will be subject to submission for textual originality.

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 https://studentservices.uwo.ca/secure/index.cfm. 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 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: http://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:
Mental Health
Students who are in emotional/mental distress should refer to Mental Health@Western (http://www.uwo.ca/uwocom/mentalhealth/) 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:

1. Introduction: January 7, 2015

Part I. Functions of Schooling

2. Socialization and Citizenship: January 14, 2015


Part II. Dysfunctions of Schooling

5. Gender Inequalities in Experiences and Outcomes: February 4, 2015


READING WEEK

February 18, 2015


8. Ability and Disability: March 4, 2015


Part III. Overcoming Dysfunctions

10. Making Schools Safer: March 18, 2015


11. Improving Mobility: March 25, 2015


- Yuan, Li and Stephen Powell. 2013. MOOCs and Open Education: Implications for Higher Education. A white paper. Bolton: CETIS.

13. Review and Wrap-Up: April 8, 2015 (TERM PAPERS DUE TODAY)