



Western University
SOCIOLOGY 2144b
Sociology of Education
Summer 2019

Instructor: Lauren Barr

Office Hours: by appointment
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“Education is a social process. Education is growth.

Education is not a preparation for life; education is life itself.”

~ John Dewey~

Course Description:

The focus of this course is on the sociological study of education in Canadian society. 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 and the socialization function of schools
- debate the relationship between school and work,
- analyze the role of education in the reproduction of social inequality
- learn about contemporary challenges facing education systems
- compare the Canadian education system to other systems (international)

Learning Outcomes

At 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

Required Text

Davies, Scott and Neil Guppy 2018. *The Schooled Society: An Introduction to the Sociology of Education*. Fourth Edition. Don Mills, ON: Oxford University Press.

Articles – will be posted in RESOURCES on OWL

Method of Evaluation:

In this course you will be given the option of choosing your evaluation process. You will have two options. If you opt to participation in the group project, *you are actively agreeing to engage and contribute*. If you do not like group work, choose the alternative option. More will be discussed in class.

You will be asked to pick your option by May 21 online. If you do not choose - you will automatically be added to option 2.

Evaluation Breakdown: Option 1: Group Assignment

Online Participation	20 %	Ongoing
Midterm Exam	25 %	June 22 – exam centre
Assignment	30 %	July 21
Final Exam	25 %	July exam period – TBD
Total	100	

Evaluation Breakdown: Option 2: Mainly Exams

Participation	20 %	Ongoing
Reflective Journals	15 %	Ongoing – 6 total 3 due June 16 3 due July 21
Midterm Exam	30 %	June 22 – exam centre
Final Exam	35 %	July exam period – TBD
Total	100	

Evaluation Breakdown – an outline for each assessment can be found in OWL Resources

All Written Evaluations: All written submissions (both formal and informal) are marked based on level of critical analysis, succinct arguments, connections to academic research / theory and overall organization of your thoughts. While grammar is not specifically marked, it will influence the delivery of your argument, so careful editing is expected. The course material is a foundation and a motivator for critical reflection on education. I expect that you will move beyond the course material, expanding and offering new ways of thinking about education or new issues that relate to our course. When you write, you cite. I don't care if it is formal or informal, you need to support your ideas with academic sources. This is the key difference between personal opinion and academic argument.

Participation: Being part of Our Community: In OUR class, participation is all-encompassing. It means being present and it means speaking up when you have something to contribute. As you process the information, you should be considering how to share your thoughts with the group. You want to constantly challenge yourself and others to think about the material and the world around us. Given that we are an online course, this means I should see consistent presence throughout the week. You are asked as a minimum to be online posting 2-3 times each week, and you are expected to post original thoughts as well as respond to others. *Ideally you will begin posting not because you must, but because you were thinking and wanted to share. This is a dialogue, so generate conversation!*

Reflective Journal: Each week you will be asked to submit a thought or detailed question to an ongoing journal. Critical reflection is an essential component of learning, meta cognition helps us develop awareness and higher-order thinking. This journal will be a way for you to connect with material and share your thoughts about education with me. General topics or questions will be given each week to consider. You are encouraged to be as creative and critical as you can be. You will submit these journals in batches, with half due June and the other half due in July. An outline will be provided on OWL.

Examinations: All examinations may include a combination of m/c, short answer or essay style questions. A detailed breakdown and class reviews will be provided before each exam. These exams are not cumulative, but you are expected to retain and be able to apply theory throughout the course.

Assignment (optional)

You will identify an area of interest within education that has sociological significance and research the issue / topic. You will design a digital educational aid (a micro lesson) that is intended to challenge an existing problem in education, using our material, targeting a specific audience. These projects are created to allow you to create something that can be useful to the world beyond our classroom. Some of the past projects are in the process of being adopted by educators to share with our community what we know. *More information will be provided in class on how this project will work online.*

If you carefully read this entire outline, send me a message via messenger on OWL with your favorite quote about education.

How to get important information:

Check online on the OWL website throughout the week. I am always on adding new content, forums and announcements. It is an active part of our course and I recommend you make it a habit to login for new information.

Important Policies

Academic Policies:

Policies for Assignment Deadlines: *Students must submit all work on time. If an assignment is late, there will be a 5% late penalty per day for up to 10 days past the due date. At that point, assignment will no longer be accepted. If a student anticipates an issue with an assignment, they are recommended to speak to their Professor as early as possible.*

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).

Policies on Examinations

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.

Statement on Use of Electronic Devices

Electronic devices will not be permitted in examinations unless the student has an existing learning plan with Student Development.

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. Recording of lectures or tutorials without the explicit consent of the Professor or TA is ground for academic discipline.

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.