Course description

The course aims to offer you a critical foundation to understand how the notion of education, education systems, and schools have been developed across societies and time, as well as to understand the role of educators, students, and other relevant figures in the education systems. Although the course has a strong sociological basis, it will also provide you with an interdisciplinary approach that includes politico-economic, anthropological, historical, and archeological perspectives. This will assist you in answering questions such as why are people expected to obtain education? Why do schools exist in the form that they do? Can the current investment of time and money in education grant someone a good job in the future? Why do some people do well in school while others fail time and again? The goals of the course will be achieved through your demonstrating of an increased critical and analytical capacity to understand education as a product of broader, more institutionalized societal processes shaped by political, economic, social, cultural, and religious factors, as well as by the actions and agency of individuals (e.g. students, teachers, administrators, parents, officials, religious figures, and politicians).

The course also looks to facilitate your awareness and enhance your analysis of the complexity of social life, in this case analyzing the sociology of education, using an intersectional perspective. This perspective will consider how gender, sexuality, race/ethnicity, class, ability, and religion intersect and generate different social outcomes regarding education. The course will also keep facilitating your development of a sociological imagination, that is, an awareness of the relationship between your personal experiences and wider society. In addition, the inclusion of local, transnational, and global perspectives will offer you multiple vantage points to understand society. The course aims to also offer you analytical tools and opportunities to develop soft skills to further develop your professional toolbox. This will grant you with valuable skills in any career path you choose to pursue.

Prerequisites/Precluded courses: SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002, and third-year standing.
Learning Outcomes
By the end of the course, you should be able to:

a) understand how education is the result of societal processes that change across time and geography,
b) assess and explain how education systems and schools stem from—and shape—the actions of individuals and broader politico-economic, socio-cultural, and religious contexts,
c) demonstrate familiarity with classical and contemporary sociological approaches to education, as well as the contributions of other disciplines such as political economy, education, sexuality, history, anthropology, and archeology,
d) exhibit ability to critically explore and analyze education issues as intersected by various societal dimensions in Canadian and other geographical contexts, and
e) demonstrate that you have enhanced your critical analytical and soft skills, which will assist you in your future career choices and life pathways.

Textbook
There is one textbook (paperback) for this course that we will read. Additional readings will be accessible through CUlearn/Ares. The textbook is:


Copies of the textbook are available for purchase from the local, independent bookstore Octopus Books, 116 Third Avenue, just West of Bank Street (613-233-2589, http://octopusbooks.ca/). They can also be ordered on-line via the following link: http://octopusbooks.ca/students
When purchasing your book, be sure to be equipped with the instructor’s name (Alejandro Hernandez) and the course code (SOCl 3300) to ensure that you select the correct book. A copy of the textbook is also available on reserve at the library: LB2324 .C68 2011

Some Classroom Rules

- Knowledge of the content of this syllabus is your responsibility.
- Audio-recording of lecture is not permitted.
- It is your responsibility to check CULearn and your Carleton email regularly.
- All cell phones, PDAs, MP3 or other music players and similar devices must be switched OFF and placed out of sight for the duration of the class. Please DO NOT use earphones while in class.

Important Dates

Winter 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7</td>
<td>Winter term classes begin.</td>
</tr>
<tr>
<td>January 18</td>
<td>Last day for registration and course changes in Winter term classes.</td>
</tr>
<tr>
<td>January 31</td>
<td>Last day to withdraw from Winter term and Winter portion of Fall/Winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
</tr>
<tr>
<td>February 15</td>
<td>April exam schedule available online.</td>
</tr>
<tr>
<td>February 18-22</td>
<td>Winter Break, classes suspended.</td>
</tr>
<tr>
<td>March 26</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Winter term courses before the official examination period.</td>
</tr>
<tr>
<td>April 9</td>
<td>Winter term ends. Last day of Fall/Winter and Winter term classes.</td>
</tr>
<tr>
<td>April 12-27</td>
<td>Final Examinations for Winter and Fall/Winter courses. Exams are normally held all seven days of the week.</td>
</tr>
<tr>
<td>April 19-21</td>
<td>Statutory Holiday, University closed.</td>
</tr>
<tr>
<td>April 27</td>
<td>All take-home examinations are due except those that conform to the academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.</td>
</tr>
</tbody>
</table>
Course Requirements and Methods of Evaluation

Evaluation Schedule

<table>
<thead>
<tr>
<th>Item for Evaluation</th>
<th>Value</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course participation</td>
<td>10%</td>
<td>Various</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
<td>Various</td>
</tr>
<tr>
<td>Critical film analysis</td>
<td>15%</td>
<td>February 1</td>
</tr>
<tr>
<td>Photo-essay on education</td>
<td>25%</td>
<td>February 25</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>15%</td>
<td>March 15</td>
</tr>
<tr>
<td>Final essay</td>
<td>30%</td>
<td>April 5</td>
</tr>
</tbody>
</table>

- **Course participation and attendance (10% and 5% respectively)**
  - Active participation in the course is important to both reinforce the knowledge being acquired and its application to varied fields of social life. Various in-class individual and group activities will be done throughout the course to achieve this goal, as well as to develop various soft skills, for which attendance and participation is essential. The 5% attendance will be equally divided among the total number of classes, and the 10% participation will be equally divided among the total number of activities done during the course.

- **Critical film analysis on education (15%). Deadline: February 1**
  - To demonstrate your increased knowledge about education issues and your critical analytical capacity, you will write a **double-spaced, three-page (maximum) analytical, critical film analysis** of any of the films listed below. Your review should use the ideas/arguments of **at least three of the required readings**. The feedback you will receive on this assignment will also help you to prepare and feel more confident to write your final paper.
  - Your critical film analysis needs to clearly state your main argument or thesis in the first paragraph, along with a brief context of the issue(s) you are addressing that may extend to the second paragraph. Here, you are not being asked to write the story of the film, but rather **situate** your
argument or thesis in the context or part of the film. For the remainder of the critical analysis, you will develop your main argument, ending with your conclusions in the last or second to last paragraph.

- You don’t need to add a cover page, just make sure to add your name and student number in the fourth page of your paper (see below).
- A fourth page needs to contain the articles and/or chapters you cited (i.e. References) using APA style. You may want to use [http://www.citethisforme.com](http://www.citethisforme.com), which is a free, on-line form to automatically generate proper citations, or any other free citation management software. Regarding software, there are various options such as Mendeley, Zotero, EndNote, or BibMe. You may check this library resource for more information: [https://library.carleton.ca/help/citation-management](https://library.carleton.ca/help/citation-management), as well as this comparison citation management chart: [https://www.lib.uwo.ca/services/comparingcitationmanagementservices.html](https://www.lib.uwo.ca/services/comparingcitationmanagementservices.html)
- Your work will be evaluated on the uniqueness and academic sophistication of your arguments and the coherence and clarity of your writing style. A detailed rubric for this assignment will also help you to clearly identify the expectations for your work (to be found on CUlearn).

- **The assignment will be submitted via CUlearn and** feedback will be given in 2 weeks from the due date. Be mindful that sometimes electronic systems are down, particularly when many users submit at the same time, for which it is better for you to plan beforehand and submit your work some hours or even one or two days before the deadline. There will not be accommodation for technological issues arising from late e-submission, unless these are due to disruptions generated by Carleton’s Information and Technologies Services.

**Films:**

- If you live in the city of Ottawa, you can borrow some of the films below via the Ottawa Public Library System using an Ottawa Public Library (OPL) card (it’s free!) (see here: [https://biblioottawalibrary.ca/en/card](https://biblioottawalibrary.ca/en/card))

  - **Wit** (2001, PG-13): a renowned professor is forced to reassess her life when she is diagnosed with terminal ovarian cancer (IMDb). Available at the OPL.
- **Monsieur Lazhar** (2011, PG-13): At a Montréal public grade school, an Algerian immigrant is hired to replace a popular teacher who committed suicide in her classroom. While helping his students deal with their grief, his own recent loss is revealed. Available via CBC (for free): https://watch.cbc.ca/media/media/films/monsieur-lazhar/38e815a-00f7692cc6f

- **Dead Poets Society** (1989, PG): English teacher John Keating inspires his students to look at poetry with a different perspective of authentic knowledge and feelings (IMDb). Available at the OPL.

- **Stand and Deliver** (1988, PG): the story of Jaime Escalante, a high school teacher who successfully inspired his dropout prone students to learn calculus (IMDb). Available through the library via Criterion on Demand on:

- **Precious** (2009, R): in New York City's Harlem circa 1987, an overweight, abused, illiterate teen who is pregnant with her second child is invited to enroll in an alternative school in hopes that her life can head in a new direction (IMDb). Available at the OPL and through the library via Criterion on Demand on:

- **Freedom Writers** (2007, PG-13): A young teacher inspires her class of at-risk students to learn tolerance, apply themselves and pursue education beyond high school (IMDb). Available at the OPL and through the library via Criterion on Demand on

- **The New Boys** (1974): this short documentary takes us to St. John's Cathedral Boys' School, at Selkirk, Manitoba, one of the most demanding outdoor schools in North America. As the school can't accommodate every student wishing to enroll, boys of 13 to 15 years old are put through an initiation tougher than they have ever faced. They paddle canoes through some 500 kilometers of wilderness in 2 weeks, portaging and camping all the way, thereby learning vital outdoor lore, cooperation and self-confidence. Available on-line at https://www.nfb.ca/film/new_boys/
**Our People Will Be Healed** (2017): Our People Will Be Healed, Alanis Obomsawin’s 50th film, reveals how a Cree community in Manitoba has been enriched through the power of education. The Helen Betty Osborne Ininiw Education Resource Centre in Norway House, north of Winnipeg, receives a level of funding that few other Indigenous institutions enjoy. Its teachers help their students to develop their abilities and their sense of pride. Available with your student account off-campus at:  
https://www.nfb.ca/film/our-people-will-be-healed/

**Entre les murs/The class** (2009, PG-13) François and his fellow teachers prepare for a new year at a high school in a tough neighborhood. Armed with the best intentions, they brace themselves to not let discouragement stop them from trying to give the best education to their students. Cultures and attitudes often clash in the classroom, a microcosm of contemporary France. As amusing and inspiring as the teenaged students can be, their difficult behavior can still jeopardize any teacher’s enthusiasm for the low-paying job. François insists on an atmosphere of respect and diligence. Neither stuffy nor severe, his extravagant frankness often takes the students by surprise. But his classroom ethics are put to the test when his students begin to challenge his methods (IMDb). (In the library: D6236).

**McFarland** (2015, PG): Jim White moves his family after losing his last job as a football coach. He sees that some of the Mexican-American students are worth starting a cross-country team and turns seven students into one of the best cross-country teams in an economically challenged rural community (IMDb). Available at the OPL.

**Bad Education** (2004, NC-17, content warning: abuse): An examination on the effect of fascist Franco-era religious schooling on the lives of two long-time friends in Spain. In the early 60s, two boys - Ignacio and Enrique - discover love, movies and fear in a Christian school. Father Manolo, the school principal and Literature teacher, both witnesses and takes part in these discoveries. The three characters come against one another twice again, in the late 70s and in 1980. These meetings are set to change the life and death of some of them (IMDb). Available at the OPL.
• **Photo-Essay on education (25%). Deadline: February 22**
  
  o The goal of the photo-essay is similar to your ‘critical film analysis on education.’ Here, you need demonstrate your increased knowledge about education issues and your critical analytical capacity, but with an added, meaningful visual layer that will help to spark and develop your creativity and communication skills.
  
  o “A photographic essay is a set or series of photographs intended to tell a story or evoke emotions” (Lynsey Mattingly, Digital Photography School).
  
  o For this photo-essay, you will address any issue you are interested in about education while addressing **two or more of the intersections analyzed in class** (e.g. gender, race/ethnicity, sexuality, class, religion, ability, age, etc.). For example, you may want to show (and analyze) through your pictures the daily life and difficulties of university students: school workload, financial pressures, moving to a different city and making friends (if that’s the case), learning how to ‘be an adult’ (i.e. doing laundry, cooking, managing finances, etc.), experiences of discrimination, sexism, racism, ableism, etc.
  
  o The photo-essay will be constituted by a **double-spaced (maximum) two-page essay using a size 12 pts. font** where you critically analyze your topic. The photo-essay, however, has a particular writing structure. It does not need to introduce the reader with the main thesis at the beginning. Rather, the main argument and secondary arguments are conveyed and evolve based on the purposefully selected and arranged photographs. Also, the text is interspersed with the photographs to add a second layer of meaning and analysis. The total amount of text, as mentioned before, should be no more and no less than two pages, and should go beyond mere description. That is, we are not only looking for descriptions of the photos (the photos are already descriptions in themselves), but rather an analysis of those visual descriptions. You will also be required to use **at least four of the required and/or recommended readings** based on your chosen topic and intersections, and cite them using the APA citation style (include a References page).
  
  o The photo-essay needs to have between a minimum of 6 to a maximum of 10 photographs in colour and/or black & white (the choosing of colours will depend on your intended creative meaning).
  
  o **The assignment will be submitted via CUlearn** and feedback will be given in two weeks from the due date.
You may want to read ‘What Makes a Photo Essay Unforgettable?’ by Alex G. Brown, to have a clearer idea of the process involved in creating a photo-essay (https://www.format.com/magazine/resources/photography/how-to-make-photo-essay-examples). You may also want to check Time’s 10 best photo essays of the month to garner some useful ideas: http://time.com/tag/photojournalism-links.

More details will be offered during class regarding the expectations of the photo-essay and how to do it. Also, on February 8, there will be a visual analysis workshop in preparation for this assignment. A rubric will also be available in CUlearn.

Please note that when producing and working with photographs, some privacy and copyright issues arise. Below are some guidelines of what/who can be and cannot be photographed, as compiled by Ambient light (https://ambientlight.ca/laws/overview/what-can-i-photograph)

- In Ontario, you cannot photograph a person who has a ‘reasonable expectation of privacy.’ This is someone who believes that they are in a private location and no-one is watching.
- Consider what you are doing while taking the photo. Although taking the photo may not be illegal, what you are doing while taking the photo can be. This doesn’t necessarily make the photo illegal, but it can be used as evidence.
- Consider where you are taking the photo. Although taking the photo may not be illegal, where you are matters, since you may be breaking a law just by being there, or, if photography is not allowed, taking the photo may be what breaks the law. This doesn’t necessarily make the photo illegal, but it can be used as evidence.
- On property that is privately owned, but open to the public, like malls, galleries, etc., although you should ask before taking photos, if there aren’t any “no photography” signs, you may take photos until told otherwise by the owner, property manager, security guard, or other representative of the owner.
- You cannot take photos on private property that has a “no photography allowed” sign, or that you have been told by the owner not to take photographs.

You can take photos:
- On your own property.
- On public property, like sidewalks. This includes taking photos of anything that a normal person could see from public property.
- On another person’s property, where you have permission from the owner, property manager, security guard, or other representative of the owner.
- Any private property that has a “photography allowed” sign, or that you have permission from the owner to take photographs.
- It is not illegal, nor against copyright to take photos of buildings, public art, and permanently installed sculptures.
- If you want to take photos of people or in private venues, and considering the abovementioned said, you need their authorization/consent to do so. For example, if you are documenting the student life of your roommate, you would need their written and signed authorization to do so and add this consent as an attachment to your assignment.
- You can find more information about Photography Laws in Canada in [https://ambientlight.ca/laws/](https://ambientlight.ca/laws/) See also the guide [Ontario Photographers Rights](https://forms.gle/3Rq4xZM7i9u1rHsG6) by Randy Bodendorf: [https://tinyurl.com/yauh2xma](https://tinyurl.com/yauh2xma)
- **Mid-term exam (15%): March 15**
  - The mid-term exam will consist of multiple-choice questions and will take no more than 50 minutes. Grades will be given in 10 calendar days from the due date.

**Final essay (30%). Deadline: April 5**

- Your final essay will follow the traditional essay scheme (i.e. introduction, which includes your thesis or core argument, the body of the essay, and conclusions). You will need to demonstrate that you are able to identify a relevant education issue and a thesis or argument (a different one from the one you previously selected for your ‘critical film analysis’ and photo essay), make a sociological question, identify and obtain trustable sources and compelling data to substantiate the answers to your question, and generate a strong, evidence-based conclusion. You will also need to use **at least 7 of the required or recommended readings** (each chapter of the book counts as one reference, with a maximum of two citations), **plus a minimum of 3 additional sources not included in the syllabus** that directly speak to your research question. You also need to show awareness about and respect for other people’s ideas (i.e. properly citing your sources and using the APA citation format).
- The maximum length of your research paper will be **6 to 8 (maximum) double-spaced pages, using a size 12 pts. font**. You don’t need to include a cover page, just be sure to add your name and student number in the ‘References’ page.
- Your work will be evaluated on the uniqueness and academic sophistication of your arguments and the coherence and clarity of your writing style. A detailed rubric for this assignment will also help you to clearly identify the expectations for your work (to be found on CUlearn).
- The assignment will be submitted via CUlearn. Be mindful that sometimes electronic systems are down, particularly when many users submit at the same time, for which it is better for you to plan beforehand and submit your work some
hours or even one or two days before the deadline. There will not be accommodation for technological issues arising from late e-submission, unless these are due to disruptions generated by Carleton’s Information and Technologies Services.
   o **The essay will be submitted via CULearn** and grades will be given in 2 weeks from the due date.

**Academic Regulations, Accommodations, Plagiarism, etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:

[www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://www.calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)

**Letter grades and percentage equivalents**

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- A  = 85-89
- A - = 80-84
- B+ = 77-79
- B  = 73-76
- B - = 70-72
- C+ = 67-69
- C  = 63-66
- C - = 60-62
- D+ = 57-59
- D  = 53-56
- D - = 50-52
- F  = Below 50
- WDN = Withdrawn from the course
- DEF = Deferred (See above)

**Special arrangements**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Academic Accommodations for Students with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the
beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.

For Religious Obligations:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

For Pregnancy:
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

For Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [www.carleton.ca/sexual-violence-support](https://www.carleton.ca/sexual-violence-support)

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist: [https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf](https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf)

Plagiarism
You could accidentally plagiarize without realizing it, but the consequences are serious since this constitutes academic dishonesty. In short, using other people's ideas without citing them (e.g. copying/pasting) or passing off of someone else's work as your own constitutes academic dishonesty or plagiarism, and it is an extremely serious academic offence. For the details of what constitutes plagiarism, the potential penalties, and the procedures please refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student
Academic Integrity Policy (see https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand. To avoid find yourself in any of these situations, please check the Citing Your Sources resource from the library: https://library.carleton.ca/help/citing-your-sources

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level, then it is referred to a tribunal appointed by the Senate.

Assistance for Students
- Academic and Career Development Services: http://carleton.ca/sacds/
- Writing Services: designed to help you learn how to write better papers. You can meet with a writing consultant during drop-in hours on the 4th Floor of MacOdrum Library, http://www.carleton.ca/csas/writing-services/
- Center for Student Academic Support: offers learning support workshops and Peer Assisted Study Sessions (PASS), https://carleton.ca/csas/

Important Information
Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Students must always retain a hard copy of all work that is submitted.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades
submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.

In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.

Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

**Late Assignment Policy**

Assignments submitted after the due date will be subject to a penalty of 2% per day. This includes weekends and holidays. Extensions may be granted in certain circumstances. However, these circumstances should be discussed with the instructor well in advance of the due date, excluding emergency, and documentation may be required. Late assignments that are accompanied by a medical certificate, and which should specify relevant dates affected, will be exempted from late penalties. Please discuss any medical extensions with the instructor as soon as possible after the condition arises.

**Readings and course schedule**

* Please ensure that you complete ALL required readings prior to attending class! *

There are two required readings for each class. Every student is expected to come to class having read the required readings and be prepared to discuss their main points in class. I have also
added some suggested readings that may be of your interest to further explore the topic of the week. Each of the suggested readings also comes with a small description of the article, so you can know its content in advance. Suggested readings are also very useful to increase your knowledge about particular topics and substantiate your ideas in your various assignments.

**January 2019**

**January 11 — Introduction and overview: Sociology of education**

**January 18 — Sociology of education: theoretical foundations I**


*Suggested reading:*

☞ Bourdieu, P. (1996). *Dualistic thinking and the conciliation of opposites.* In *The state nobility. Elite schools in the field of power* (pp. 9-27). Cornwall: Polity Press. (This is the first half of the chapter 'Academic Forms of Classification.' Pierre Bourdieu is a classical author in sociological studies of education). N440.E4B6813
January 25 — Sociology of education: theoretical foundations II

* Don’t forget that your Critical film analysis is due next week!

☞ Côté, J. E., & Allahar, A. L. (2011). Stakeholder relations: The educational forum. In Lowering higher education: the rise of corporate universities and the fall of liberal education (pp. 27-44). Toronto: University of Toronto Press. (This is the first half of chapter 2).


Suggested readings:


February 2019

February 1 — Historical perspectives on education

* Don’t forget to submit your Critical film analysis today!


Suggested readings:


February 8 — Schooling and inequality I: social class and disability

* Visual analysis workshop

Côté, J. E., & Allahar, A. L. (2011). Stakeholder relations: The educational forum. In Lowering higher education: the rise of corporate universities and the fall of liberal education (pp. 45-60). Toronto: University of Toronto Press. (This is the second half of chapter 2).


Suggested readings:


February 15 — Schooling and inequality II: ‘race’ and ethnicity

* Don’t forget that your photo-essay on education is due on the 25th!


Suggested readings:

🔗 Auenger, E. A. (1996). Dispersed minorities and segmental autonomy: French-language school boards in Canada. Nationalism and Ethnic Politics, 2(2), 191-215. doi.org/10.1080/13537119608428467 (The article examines Canada's experience in granting segmental autonomy to its dispersed French-speaking minority and granting Canadian provinces the possibility of establishing French-language school boards responsible for administering minority schools. The adoption of this new policy was unexpected, and its implementation was achieved with great difficulty. The article delves into Alberta’s case, where such school boards were established in 1994).


February 22 — Winter break: no class

* Don’t forget to submit your Photo-essay on Monday, February 25!
March 2019

March 1 — Schooling and inequality III: gender


Suggested readings:


Fine-Meyer, R., & Llewellyn, K. (2018). Women rarely worthy of study: a history of curriculum reform in Ontario education. Historical Studies in Education / Revue d’histoire de l’éducation, 30(1). Retrieved from https://historicalstudiesineducation.ca/hse/index.php/edu_hse-rhe/article/view/4541/4835 (This article explores the stalled progress and even regression towards incorporating women’s histories and stories in schools using the history of curriculum reform in Ontario from the 1960s to the present. The authors demonstrate that over the last five decades, women’s issues have been squeezed into the margins of Ontario’s educational learning objectives and related policy initiatives).


March 8 — Schooling and inequality IV: sexuality

* Don’t forget that your mid-term exam is next week! We’ll also have an exam review today.


Suggested readings:

Fine, M., and McClellan, Sara (2006) Sexuality education and desire: still missing after all these years. Harvard Educational Review. 76(3) 297-338. doi:10.17763/haer.76.3.w5042g23122n6703 (the article shows how the question of how sexuality education influences the development and health of adolescents remains relevant. It highlights the fact that national policies have an uneven impact on young people and disproportionately place the burden on girls, youth of color, teens with disabilities, and lesbian/gay/bisexual/transgender youth).

Peter, T., Taylor, C., and Chamberland, L. (2015.) A queer day in Canada: examining Canadian high school students’ experiences with school-based homophobia in two large-scale studies. Journal of Homosexuality. 62, no. 2: 186–206. doi:10.1080/00918369.2014.969057. (The article examined how location (nationally, compared to Canadian regions) is related to indicators of a hostile school environment for sexual minority youth, particularly when physical abuse is used as the outcome variable. While the presence of homophobia is prevalent across all Canadian regions, there are, nevertheless, many regional differences, which could be used to inform region-specific action plans).


March 15 — Indigenous education

* Don’t forget that your mid-term exam is today!


Suggested readings:


(What do teachers do [or not do] that makes you want to go to school? A team of Saskatchewan researchers asked Saskatchewan Aboriginal high school students this question about the aspects of instructional practice that helps and hinders their learning. The findings point to the teaching attributes of relatedness, responsibility, and understanding as necessary to keep them students in school [and wanting to be there]).


(Misrepresentation, appropriation, and denigrating Indigenous knowledge is still common practice in educational institutions despite efforts of critical educators to challenge these practices. How, then, can Indigenous knowledge and people be full partners in educational institutions?).

March 22 — Educational alternatives and ‘school choice’ discourses


Suggested readings:

schools. *Anthropology & Education Quarterly, 43*(3), 289-305. doi:10.1111/j.1548-1492.2012.01181.x (The article focuses on different facets of the authors’ research process in elite schoolboards, and also explores the meanings of elite’s boarding school education).  


**March 29 — Students and professors’ engagement & evaluation**  

* Don’t forget that your final assignment is due next week!  


*Suggested readings:*  

Sahlberg, Pasi (2010). *Rethinking accountability in a knowledge society*. *Journal of Educational Change*. 11, 45-61. doi:10.1007/s10833-008-9098-2 (This article demonstrates the benefits of encouraging cooperation rather than competition among students, teachers and school, and how increased competition and individualism are not necessarily beneficial to creating social capital in schools and their communities).  

Pelletier, L. G., Séguin-Lévesque, C., and Legault, L. (2002). *Pressure from above and pressure from below as determinants of teachers’ motivation and teaching behaviors*. *Journal of Educational Psychology*. 94(1), 186–196. doi: 10.1037//0022-0663.94.1.186 (The article shows how the more teachers perceive pressure from above [they have to comply with a curriculum, with colleagues, and with performance standards] and pressure from below [they perceived their students to be nonself-determined], the less they are self-determined toward teaching. In turn,
the less they are self-determined toward teaching, the more they become controlling with students).

**April 2019**

**April 5 — Teaching and the future of education**

*Don’t forget that your final assignment is due today!*


*Suggested readings:*

☞ Robertson, S. L. (2005). *Re-imagining and rescripting the future of education: global knowledge economy discourses and the challenge to education systems*. *Comparative Education*, 41(2), 151-170. doi: 10.1080/0305006050150922 (The article analyzes the nature and form of the challenges directed to the compulsory schooling sector by the knowledge economy that is contained in key policy and related documents put out by the OECD, the World Bank and the UK government, and evaluate each of the proposals looking into what we can expect in the near future in terms of societal impact).

☞ Young, M. F. D. (2010). *The future of education in a knowledge society: The radical case for a subject-based curriculum*. *The Journal of the Pacific Circle Consortium for Education*, 22(1), 21-32. Retrieved from [http://programs.crdg.hawaii.edu/pcc/PAE_22_1_final_10.pdf#page=21](http://programs.crdg.hawaii.edu/pcc/PAE_22_1_final_10.pdf#page=21) (The article makes the case that if we are to give the importance of education in a knowledge society any serious meaning, we need to make the question of knowledge our central concern and this involves developing a knowledge-led and subject-led, and not, as much current orthodoxy assumes, a learner-led approach to the curriculum. Furthermore, it argues that this is the ‘radical’ option—not as some claim, the ‘conservative’ option—provided we are clear about what we mean by knowledge. I use the term ‘radical’ here to refer to the key issue facing most countries today: the persistence of social inequalities in education).