

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**SOCI 3300
FALL 2025
SOCIOLOGY OF EDUCATION**

Instructor: Dr. Jacqueline Kennelly

Office Hours: Mondays from 1:00 to 2:00, or by appointment

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Pre-requisites & Precluded Courses:

Precludes additional credit for **SOCI 3105**

Prerequisites: **SOCI 1001** and **SOCI 1002**, or **SOCI 1003** [1.0],
or **ANTH 1001** and **ANTH 1002**, or **ANTH 1003** [1.0], and third-year standing.

Method of Delivery: Lecture three hours a week, in person.

Course Time: Mondays, 2:35 to 5:25
September 8th to December 5th, 2025

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

DIVERSITY AND INCLUSION IN LEARNING

This course has been designed with a commitment to diversity and inclusion at the forefront of consideration, influencing everything from assignments, to readings, to lecture format. Our shared responsibility is to ensure that everyone in the class has an opportunity to contribute from their own unique perspectives on the world, which are shaped by both personal biography and social context. We will be learning not only from the course materials and the assignments, but also from one another. Part of committing to diversity and inclusion is being cognizant of power dynamics, which can emerge from a variety of sources, including historically entrenched white dominance, colonialism, racism, classism, sexism, heterosexism and ableism. These dynamics will both be the subject of dialogue in relation to our class topic – sociology of education – as well as components of classroom dynamics towards which we will need to be attentive. As the instructor, I will strive to facilitate open and respectful dialogue at all times, with gentle reminders, as necessary, should troubling dynamics emerge. As students, you will be responsible for participating in dialogue with an open mind and respectful tone at all times, and for

challenging yourselves to unpack hidden or submerged dynamics of power in which you may unwittingly participate – as we all do, at times. Students are also encouraged to approach the instructor at any time with feedback or concerns regarding any aspect of the course, including with respect to issues of diversity and inclusion.

COURSE DESCRIPTION AND OBJECTIVES:

Education is a central institution of contemporary society. We all feel as if we have some expertise on the topic of ‘schools’, since we have all spent substantial portions of our own lives within them. But what do we really know about schools, and education more broadly? Why do schools exist in the form that they do? Why do some groups do well in schools while others consistently fail? What does schooling do to shape our ideas of ourselves, our world, and our role in it?

This course examines the role of education in Western societies, with a particular focus on Canada. We will explore the historical development of educational systems and the particular function they play within liberal democratic states. Themes that will be explored include: the theoretical foundations of sociology of education; historical perspectives on education; inequality in education; the role of education in perpetuating or challenging social norms; contemporary educational debates; and alternative educational paradigms.

LEARNING OUTCOMES:

By the time students have successfully completed this course, they will have achieved the following learning outcomes:

- Recognize and describe classical and contemporary theories of education in sociology and their broad contributions to the field;
- Identify, with examples, ways in which education both reproduces and ameliorates inequality;
- Identify, with examples, some of the major debates in relation to educational form and content through a sociological lens;
- Reflect on their own educational experiences through the lens of sociological theories and concepts;
- Be able to communicate, verbally and in written form, their own sociological analysis of specific topics in education.

READING(S)/TEXTBOOK(S):

There is one required textbook for the class which can be picked up in-person, or ordered online, from the Carleton University Bookstore (<https://carleton.bookware3000.ca>)

The Sociology of Education in Canada: Critical Perspectives (5th Edition) by Terry Wotherspoon. (2018) Oxford University Press.
(\$113.99 + tax for print version; \$45.99 + tax for e-book version).

Students are welcome to use a second-hand copy of the fifth edition textbook, if they are able to find one (I notice that there are several available on Amazon, for around \$20-\$25 each). Earlier editions (1st to 4th edition) will not be as up-to-date as the 5th edition that we will be using in class.

All other readings will be available through the ARES link, accessible on the class Brightspace page.

ASSIGNMENTS

Item for Evaluation	Value	Deadline
EDUCATIONAL BIOGRAPHY	20%	OCTOBER 6 TH
DETAILED FIRST DRAFT OF FINAL PAPER	25%	NOVEMBER 3 RD
FINAL PAPER	40%	DECEMBER 5 TH
PARTICIPATION – POP-UP QUIZZES	5%	THROUGHOUT
PARTICIPATION – INSTRUCTOR-ASSESSED	5%	THROUGHOUT
PARTICIPATION – SELF-ASSESSED	5%	DECEMBER 5 TH

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Submission Instructions

All assignments need to be submitted in paper format, unless otherwise arranged with the Instructor. Submissions can happen in class, or through the Sociology Dropbox, Loeb B750 (in the side door of the main Sociology & Anthropology office).

Late submissions will be deducted 1% per day off the Assignment total (so an assignment worth 20% will only receive a maximum of 19/20 after one day late, etc). This amounts to MORE THAN 1% OFF YOUR ASSIGNMENT GRADE! (Specifically, it amounts to 3.8% off your assignment grade per day late.) **To avoid this, please communicate in advance with the instructor if you will be unable to make the deadline, suggesting a specific extension date. I will do my best to accommodate reasonable requests.**

The format of all paper submissions is the same: Double-spaced, single-sided, no cover page required. Standard 12 pt font and standard margins (no smaller than 1 inch around). Include your name and student number. Include page numbers. Staple at the corner (if you do not have access to a stapler, they are available at the front desk of the Sociology office, or I believe you can

access one in the main library). Include full citations and final bibliography following Chicago Author-Date style.

Regarding the use of Artificial Intelligence tools (e.g. ChatGPT)

AI (Artificial Intelligence) is becoming a central tool for everyday use. There are appropriate and inappropriate ways of using AI to complete this course. Examples of appropriate use include: asking AI to generate a list of movies about education, to help you select one for your paper. Asking AI to list some recent news stories that have to do with the Canadian education system, again to help you select a topic for your paper. Asking AI to summarize what is known about Marx's view of education *to supplement your readings and help you better understand them*. Examples of inappropriate use include: Asking AI to summarize readings then reading only that summary instead of the readings themselves. Asking AI to undertake a sociological analysis of your chosen movie or news item, then cutting and pasting or otherwise substantially paraphrasing the result and submitting it as your own.

I have tried to design assignments to be interesting and relevant, and also to be difficult for AI to do well.

Carleton University's policy on the inappropriate use of AI is, in part, as follows:

Academic Integrity and AI

Using AI tools to generate content for assignments, and presenting it as one's own original work, as well as copying or paraphrasing the content produced by AI tools without proper citations or the instructor's consent, are both considered to be in violation of academic integrity. See Carleton's policy on [academic integrity](#) for more information.

Detailed Assignment Instructions

1. Educational Biography (20% of final grade) -- Due October 6th, 2025

Students will write a biography recounting one or more aspect of their own educational history, then applying a sociological analysis to their experiences. Students will make direct use of a minimum of THREE course readings (each chapter in the textbook counts as one reading), using Chicago Author-Date Citation style to cite the readings. Students will additionally integrate at least THREE sociological concepts into their biography. Please use **bold** text to demarcate your sociological concepts when you first name them in your biography.

Your educational biography may involve one specific story from your K-12 and/or postsecondary education, analyzed sociologically. Alternately, students may follow one major theme throughout your educational biography, analyzed sociologically. For instance, a single story might involve: you recall encountering gender norms in kindergarten for the first time; OR you remember watching a friend get bullied for their sexuality in grade 8; OR you recall deliberating on options between community college or university for post-secondary. Each of these three stories can be analyzed sociologically, using concepts and readings from the class. On

the other hand, you may opt to reflect on one theme that affected you throughout your education, e.g. how your social class and that of your family affected your experiences of schooling.

The best biographies will include a vivid description of your experiences, paired with analytical writing that seeks to *explain* your experiences sociologically. Writing should be formal (no contractions, use complete sentences, etc), but may incorporate first-person voice (indeed, they *ought* to be written at least partially in first person – using I and me -- since these are YOUR stories!). Be explicit about how the readings and concepts apply to your experiences, including defining the concepts, and discuss how your analysis changes (or does not change) your perspective on your education.

For an idea of what sociological concepts you may use, take a look at the list of ‘Key Terms’ included at the end of each chapter in the Wotherspoon textbook. (Note that not every term listed is a ‘concept’. We will be discussing the difference in class.)

Format: Double-spaced, single-sided, no cover page required. Standard 12 pt font and standard margins (no smaller than 1 inch around). Include your name and student number. Include page numbers. Staple at the corner (if you do not have access to a stapler, they are available at the front desk of the Sociology office, or I believe you can access one in the main library). Include full citations and final bibliography following Chicago Author-Date style.

Length: Minimum 3 pages; Maximum 5 pages.

1. **Detailed First Draft of Final Paper** (25% of final grade) – Due November 3rd, 2025

In preparation for your final paper, your mid-term assignment will be a detailed first draft of the paper you intend to write for the end-of-term assignment. You will be given detailed feedback on this draft, in order to set you on the path to writing the best possible final paper you can produce.

The task for your final paper will be to choose a fictional or real media representation of an issue in education, and analyze it sociologically. For instance, you may choose a movie or television rendition of education (there are many! Glee, Dead Poet’s Society, The Breakfast Club, Ferris Bueller’s Day Off, Degrassi, Sex Education, etc etc etc), and analyze it sociologically.

Alternately, you may choose a current issue in the Canadian education landscape being discussed in news media (e.g. restrictive laws on students’ gender expression in Alberta; recent restrictions on international students being admitted to Canada; the use of AI in education, etc etc etc), and analyze it sociologically.

Your FINAL PAPER will need to incorporate a minimum of FIVE sociological concepts, and reference a minimum of SEVEN course readings (each chapter of the textbook counts as one reading). Your DRAFT PAPER requires a minimum of THREE sociological concepts, and reference to a minimum of FIVE course readings.

Include in your draft the following essential items:

- The title or topic of your chosen fictional or real media representation of education, and a brief description of it (plot overview for films or television; description of controversy and diverse positions on it for current educational issue).
- A minimum of three sociological concepts that you intend to use to analyze your media item or current issue. (For an idea of what sociological concepts you may use, take a look at the list of 'Key Terms' included at the end of each chapter in the Wotherspoon textbook. Note that not every term listed is a 'concept'. We will be discussing the difference in class.)
- At least one paragraph per sociological concept, with some tentative discussion of how you see this concept to be of value in your analysis, and how you will apply it to your media item or current educational issue.
- A list of five course readings that you have used for this draft and/or intend to use for your final paper (keeping in mind that your final paper will require a minimum of SEVEN course readings).

Format: Double-spaced, single-sided, no cover page required. Standard 12 pt font and standard margins (no smaller than 1 inch around). Include your name and student number. Include page numbers. Staple at the corner (if you do not have access to a stapler, they are available at the front desk of the Sociology office, or I believe you can access one in the main library). Include full citations and final bibliography following Chicago Author-Date style.

Length: Minimum 5 pages; Maximum 7 pages.

2. **Final Paper** (40% of final grade) – Due December 5th, 2025

Your final paper for the course will be a sociological analysis of a film or TV series about education, OR a sociological analysis of a current topic relating to education in Canada. To set you up for the best possible learning outcomes, you will have already submitted and received detailed feedback on a first draft of this paper for your mid-term assignment. To demonstrate the ways in which you have applied the feedback to your final paper, **please attach the graded version of your Draft Paper to your Final Paper.** Part of your grade will be assessed on the basis of how well you integrated feedback on draft 1 into your final paper.

The content of the paper will include a brief description/overview of the media or current issue you have chosen, the social/educational problem(s) that it incorporates which you intend to analyze sociologically, an analysis of these social/educational problem(s) using a minimum of FIVE concepts from sociology, and a conclusion that reflects on how this analysis has helped you see education differently and/or helped you better understand the social/educational problem(s) differently. You must cite a minimum of seven (7) course readings (each chapter of the textbook counts as one reading). You may also use supplementary literature from outside of the course.

You will be evaluated on (a) the originality and scholarly sophistication of your paper; (b) the coherence and clarity of your writing style; and (c) the degree to which you were able to

incorporate feedback from the instructor on your research proposal. With this latter point in mind, don't forget to **attach the marked copy of your research proposal to your final paper for submission.**

Format: Double-spaced, single-sided, no cover page required. Standard 12 pt font and standard margins (no smaller than 1 inch around). Include your name and student number. Include page numbers. Staple at the corner (if you do not have access to a stapler, they are available at the front desk of the Sociology office, or I believe you can access one in the main library). Include full citations and final bibliography following Chicago Author-Date style.

Length: Minimum 10 pages; Maximum 12 pages.

3. **Participation – Self and Instructor Assessed** (5% and 10% of final grade)

Participation in the course includes not only punctual and consistent attendance at each and every lecture, but also thoughtful, engaged, and respectful involvement during class time. In order to engage effectively, **you will be expected to have completed the assigned readings before class.** Your best likelihood of success in this course involves you doing all readings in advance of class, attending every lecture, and actively participating within the discussions that take place there. Your own success as well as that of the course hinges on everyone's active and engaged participation.

There are three modes of evaluation of your participation in this course. The first will be based on class attendance and instructor-assessed participation. Attendance will be captured through weekly sign-in and sign-out sheets. This portion of the grade is worth 5% of your final mark.

The second will take the form of 'participation pop quizzes.' More than 5 will occur throughout the term, but your top 5 will be used to calculate this portion of your participation grade. Thus, the more pop quizzes you complete, the better likelihood you have of getting a higher participation grade. Each pop quiz will earn you 0, 0.5, or 1, depending on how accurately you respond to the prompts. Pop quizzes can be related to anything in the course, including content from class readings, lectures, or videos viewed in class.

Different people have differing degrees of comfort intervening in large and small group discussions. For this reason, 5% of your grade is in the form of self-assessment of your participation during the course. Alongside your self-assessed participation grade, you will be asked to write one paragraph explaining/justifying your mark. This will be your opportunity to explain to the instructor how your participation pushed your own boundaries. (For example, if you are generally uncomfortable speaking in class, but made an effort to contribute as often as possible, let me know this. Likewise, if you know yourself to be very comfortable intervening in class discussions, but made an effort to leave space for other people to speak, let me know this.) If your self-assessed grade is completely inconsistent with your record of attendance, I reserve the right to change it.

I will provide a rubric and invite your written self-assessment **in class** during our final class of the term.

Please feel free to approach me at any time with concerns or questions about yours or others' participation in class.

Additional Information

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

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:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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 October/November examinations is **October 1, 2025** and **November 15, 2025** for December examinations.

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

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

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

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>

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures 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.

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:

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusive Communities: <https://carleton.ca/equity/>

Career Services: <https://carleton.ca/career/>

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/>.

FALL TERM 2025 – Important Dates and Deadlines

Date	Activity
August 27, 2025	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
August 31, 2025	Last day for receipt of applications from potential fall (November) graduates.
September 1, 2025	Statutory holiday. University closed.
September 2, 2025	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 3, 2025	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 9, 2025	Last day for registration and course changes (including auditing) in early fall courses.
September 16, 2025	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Date	Activity
	Last day to withdraw from early fall courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in fall 2025 and must register for the fall 2025 term.
September 19-21, 2025	Full summer and late summer term deferred final examinations will be held.
September 30, 2025	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2025	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 9, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
October 10, 2025	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 13, 2025	Statutory holiday. University closed.
October 15, 2025	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

Date	Activity
October 16, 2025	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 20, 2025	Deadline for course outlines to be made available to students registered in late fall courses.
October 20-24, 2025	Fall break, no classes.
October 25-26, November 1-2, 2025	Final examinations in early fall undergraduate courses will be held.
October 27, 2025	Late fall classes begin.
November 7, 2025	Last day to withdraw from late fall term courses with a full fee adjustment.
November 14-16, 2025	Early fall undergraduate deferred final examinations will be held.
November 15, 2025	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students

Date	Activity
	with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 21, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 28, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2025	Last day for receipt of applications from potential winter (February) graduates.
December 5, 2025	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the

Date	Activity
	Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 6-7, 2025	No classes or examinations take place.
December 8-20, 2025	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.
December 20, 2025	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 24, 2025 at noon through January 2, 2026 inclusive	University closed.

Readings and Class Schedule:

September 8th

Introduction to classmates, instructor, course and topic.

September 15th

The Sociology of Education in Canada, 5th Edition: Chapter 1, “The Sociological Analysis of Education,” pp 1-17

Lin-Januszewski, L.W. (2024). Émile Durkheim: Father of the Sociology of Education. In: Geier, B.A. (eds) The Palgrave Handbook of Educational Thinkers. Palgrave Macmillan, https://doi.org/10.1007/978-3-031-25134-4_88

Anyon, Jean. (2011). Neo-Marxism in Education: 1970s-1980s. In: Marx and Education. Routledge. pp 23-35.

September 22nd

The Sociology of Education in Canada, 5th Edition: Chapter 2, “Sociological Theories in Education,” pp 18-58

Wui, M.G.L., Leviste, E.N.P. (2024). Max Weber, Education, and the Rise of Modern Societies. In: Geier, B.A. (eds) The Palgrave Handbook of Educational Thinkers. Palgrave Macmillan. https://doi.org/10.1007/978-3-031-25134-4_116

September 29th

The Sociology of Education in Canada, 5th Edition: Chapter 3, “Historical Dimensions of Canadian Education,” pp 59-89

Prentice, A. (2004). “The Public School Movement in Upper Canada and Ontario,” In The School Promoters: Education and Social Class in Mid-Nineteenth Century Upper Canada. University of Toronto Press. pp. 13-24

Boswell, R. (2022). Whose history do we commemorate in public spaces? *Canadian Issues*, , 53-57.

October 6th

Educational Biography due

The Sociology of Education in Canada, 5th Edition: Chapter 4, “The Structure of Canadian Education Systems,” pp 91-123

Yoon, Ee-Seul. “Marginalized Children’s Views of School Choice in Global Cities: The Significance of Neighbourhood and Nature.” *Canadian Children*, vol. 48, no. 3, 2023, pp. 48–64, <https://doi.org/10.18357/jcs21219>.

October 13th – THANKSGIVING – No class

October 20th – READING WEEK – no class

October 27th

The Sociology of Education in Canada, 5th Edition: Chapter 5, “The Process of Schooling,” pp 124-163

Erdal, C., & Kennelly, J. (2025). The disorientation of democracy and civic life: (Neo)liberal democratic citizenship education in the twenty-first century. *Curriculum Inquiry*, 1–24.

November 3rd

First draft of final paper due.

The Sociology of Education in Canada, 5th Edition: Chapter 6, “Teachers and Teaching,” pp 165-201

Ciuffetelli, Parker D. and Conversano, P. (2021). Narratives of Systemic Barriers and Accessibility: Poverty, Equity, Diversity, Inclusion, and the Call for a Post-Pandemic New Normal. *Frontiers in Education*. 6:704663. doi: 10.3389/feduc.2021.704663

November 10th

The Sociology of Education in Canada, 5th Edition: Chapter 7, “Schooling and Work,” pp 203-245

Farrugia, D. (2020). Youth, Work and ‘Career’ as a Way of Talking about the Self. *Work, Employment and Society*, 35(5), 856 -871. <https://doi.org/10.1177/0950017020947576>

November 17th

Guest speaker @ 4:30 – Duncan McCue, Associate Professor, Communications, and member of the Chippewas of Georgina Island First Nation; award-winning author and journalist; podcast creator (‘Kuper Island’).

The Sociology of Education in Canada, 5th Edition: Chapter 8, “Educational Opportunity and Social Reproduction,” pp 246-298

Kirkness, Verna. (1998). Our People’s Education: Cut the Shackles; Cut the Crap; Cut the Mustard. *Canadian Journal of Native Education*.

November 24th

Schroeter, S., & James, C. E. (2014). “We’re here because we’re Black”: the schooling experiences of French-speaking African-Canadian students with refugee backgrounds. *Race Ethnicity and Education*, 18(1), 20–39.
<https://doi.org/10.1080/13613324.2014.885419>

Airton, L., DesRochers, J., Kirkup, K., & Herriot, L. (2022). Toby Goes to Catholic School: Gender Expression Human Rights, and Ontario Catholic School Board Policy. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 45(3), 586–618.
<https://www.jstor.org/stable/27226793>

Partridge, K., & Kennelly, J. (2024). Talking about Homelessness and School: Recommendations from Canadian Young People Who Have Experienced Homelessness. *Youth*, 4(2), 820-834. <https://doi.org/10.3390/youth4020054>

December 1st

The Sociology of Education in Canada, 5th Edition: Chapter 9, “Contemporary Educational Challenges and Reforms,” pp 299-336.

Head, E. (2020). Digital technologies and parental involvement in education: the experiences of mothers of primary school-aged children. *British Journal of Sociology of Education*, 41(5), 593–607. <https://doi.org/10.1080/01425692.2020.1776594>

FRIDAY, December 5th (last class)

Final paper due.

Self-Assessment of Participation completed, in-class.