



# UNIVERSITY OF CALGARY

**Winter 2022**

FACULTY OF ARTS

Department of Sociology

Department of Sociology Website: <https://soci.ucalgary.ca/>

COURSE TITLE: Sociology of Education			
<b>Course Number</b>	SOCI 301.8		
<b>Pre/Co-Requisites</b>	SOCI 201		
<b>Instructor Name</b>	Scott McLean	<b>Email</b>	smclean@ucalgary.ca
<b>Instructor Email Policy</b>	This course is delivered on campus via face-to-face instruction. Most communication should take place during time provided in class. The instructor will respond to emails in due course, given the nature and urgency of messages received.		
<b>Office Location</b>	SS 942	<b>Office Hours</b>	By appointment
<b>Telephone No.</b>	403-220-2128		
<b>TA Name</b>	n/a	<b>TA Email</b>	n/a
<b>TA Office Location</b>	n/a	<b>TA Office Hours</b>	n/a
<b>Class Dates</b>	Tuesdays and Thursdays		
<b>Class Times</b>	9:30 to 10:45 a.m.		
<b>Class Location</b>	ICT 122		

## Course Description

**Calendar description:** This course examines sociological research in the field of education. The focus is primarily upon primary / secondary schools and post-secondary institutions in Canada, but studies of other educational domains and countries are included. Attention is given both to the ways in which social structures influence educational practices and outcomes, and to the ways in which educational experiences influence individuals and society.

There are two teaching and learning strategies for this course, each of which contributes to the overall learning outcome of building students' knowledge about the sociology of education. First, students **read a textbook:** Scott Davies and Neil Guppy (2018) *The Schooled Society: An Introduction to the Sociology of Education*. Don Mills: Oxford University Press. The textbook provides a broad

overview of sociological theory and research relating to education in Canada. The textbook may be purchased through the University of Calgary bookstore in digital format or hard copy.

Second, students **attend lectures**, designed to complement information provided in the textbook and highlight exemplary studies undertaken in the sociology of education. The schedule below provides details about the lectures to be delivered. Time in the lecture hall also provides opportunity to ask questions about any aspect of the course.

### Course Objectives/Learning Outcomes

1. To understand the parameters of Canadians' lifelong engagement with education.
2. The learn about the history and ideology of education in Canada.
3. To become familiar with classical and contemporary social theories of education.
4. To understand relationships between education and various forms of inequality.
5. To understand the influence of schooling on students' subjectivities.
6. To become familiar with a range of contemporary issues in the sociology of education.

### Required Textbooks, Readings, Materials, Electronic Resources

The textbook, identified above, is the only required reading for this course.

### Schedule of Lectures and Readings

#### Synopsis

Weekly themes	Chapters	Lectures	Exams
1. Education in Canada	One/Four	Course overview. Education across the lifespan.	
2. Education in Canada	Eight	Ideology. Inuit schooling. Returns from PSE.	
3. Social theory	Two	Thinking sociologically about education.	Exam 1
4. Social theory	Three	Grand theories. Postmodernism and education.	
5. Inequality	Five	Inequality across the educational lifespan.	Exam 2
6. Inequality	Six	Gender and STEM. Racism at high school.	
7. Term break	n/a	n/a	
8. Inequality	Seven	Geography of inequality.	Exam 3
9. Inequality	Eleven	Intersectionality. Sexism in learning materials.	
10. Subjectivity	Twelve	Working class habitus.	Exam 4
11. Subjectivity	Nine	Docility. Standardized exams. Heteronormativity.	
12. Contemporary issues	Ten	High school shootings. Sex education.	Exam 5
13. Contemporary issues	Thirteen	Globalization. Indigenous education in Canada.	
14. Last exam	n/a	n/a	Exam 6

#### Week 1: Education in Canada

- Lectures:
  - January 11: Introduction and course overview
  - January 13: Education across the lifespan in Canada
- Readings from *The Schooled Society*:
  - Chapter 1: The Context for the Schooled Society
  - Chapter 4: Education Revolutionized: The Growth of Modern Schooling

## **Week 2: Education in Canada**

- Lectures:
  - January 18: Education as ideal and ideology; A history of government discourses about Inuit schooling
  - January 20: Returns on investment to higher education in Canada
- Reading from *The Schooled Society*:
  - Chapter 8: The Changing Organization of Schooling

## **Week 3: Social Theory and Education**

- **Exam 1: To be written via the D2L quiz platform at any point from 12:01 a.m. to 11:59 p.m. on January 25. You will have 60 minutes to complete the exam, which will be composed of 45 multiple-choice questions. If there is any reason that you cannot complete the exam as scheduled, you must contact your instructor as soon as possible.**
- Lecture:
  - January 27: Thinking sociologically about education
- Reading from *The Schooled Society*:
  - Chapter 2: Classical Sociological Approaches to Education

## **Week 4: Social Theory and Education**

- Lectures:
  - February 1: Grand theories of education and social stratification
  - February 3: Postmodernity, postmodernism, and education
- Reading from *The Schooled Society*:
  - Chapter 3: Contemporary Sociological Approaches to Schooling

## **Week 5: Schooling and the Reproduction of Inequality**

- **Exam 2: To be written via the D2L quiz platform at any point from 12:01 a.m. to 11:59 p.m. on February 8. You will have 60 minutes to complete the exam, which will be composed of 45 multiple-choice questions. If there is any reason that you cannot complete the exam as scheduled, you must contact your instructor as soon as possible.**
- Lecture:
  - February 10: Inequality and education: from early childhood to graduate school
- Reading from *The Schooled Society*:
  - Chapter 5: The Structural Transformation of Schooling: Accommodation, Competition, and Stratification

## **Week 6: Schooling and the Reproduction of Inequality**

- Lectures:
  - February 15: Gender gaps and STEM education
  - February 17: Racism and racial conflict at high school
- Reading from *The Schooled Society*:
  - Chapter 6: Unequal Student Attainments: Class and Socio-economic Status

## **Week 7: Term Break**

### **Week 8: Schooling and the Reproduction of Inequality**

- **Exam 3: To be written on March 1, either on-campus from 9:30 to 10:30 in ICT 122 or via the D2L quiz platform at any point from 12:01 a.m. to 11:59 p.m. You will have 60 minutes to complete the exam, which will be composed of 42 multiple-choice questions. If there is any reason that you cannot complete the exam as scheduled, you must contact your instructor as soon as possible.**
- Lectures:
  - March 3: The geography of inequality in the USA
- Reading from *The Schooled Society*:
  - Chapter 7: Attainments by Gender, Race, Sexuality, and other Equity Categories

### **Week 9: Schooling and the Reproduction of Inequality**

- Lectures:
  - March 8: Intersectionality and the justification of exclusion
  - March 10: Sexism in learning materials
- Reading from *The Schooled Society*:
  - Chapter 11: Socialization: The Changing Influence of Schools on Students

### **Week 10: Schooling and the Reproduction of Subjectivities**

- **Exam 4: To be written on March 15, either on-campus from 9:30 to 10:30 in ICT 122 or via the D2L quiz platform at any point from 12:01 a.m. to 11:59 p.m. You will have 60 minutes to complete the exam, which will be composed of 42 multiple-choice questions. If there is any reason that you cannot complete the exam as scheduled, you must contact your instructor as soon as possible.**
- Lectures:
  - March 17: Working class habitus and university
- Reading from *The Schooled Society*:
  - Chapter 12: The Limits of Socialization: Competing Influences on Students

### **Week 11: Schooling and the Reproduction of Subjectivities**

- Lectures:
  - March 22: Producing docility at high school
  - March 24: Performing heteronormativity in elementary school; Standardized examinations and the production marginalized subjects
- Reading from *The Schooled Society*:
  - Chapter 9: Curriculum: The Content of Schooling

### **Week 12: Contemporary Issues in the Sociology of Education**

- **Exam 5: To be written on March 29, either on-campus from 9:30 to 10:30 in ICT 122 or via the D2L quiz platform at any point from 12:01 a.m. to 11:59 p.m. You will have 60 minutes to complete the exam, which will be composed of 42 multiple-choice questions. If there is any reason that you cannot complete the exam as scheduled, you must contact your instructor as soon as possible.**

- Lectures:
  - March 31: High school shootings; Sex education
- Reading from *The Schooled Society*:
  - Chapter 10: The Sociology of Teaching

### **Week 13: Contemporary Issues in the Sociology of Education**

- Lectures:
  - April 5: Globalization
  - April 7: Indigenous education in Canada (via documentary films)
- Reading from *The Schooled Society*:
  - Chapter 13: Future Directions for Canadian Education

### **Week 14: Course wrap-up**

- **Exam 6: To be written on April 12, either on-campus from 9:30 to 10:30 in ICT 122 or via the D2L quiz platform at any point from 12:01 a.m. to 11:59 p.m. You will have 60 minutes to complete the exam, which will be composed of 42 multiple-choice questions. If there is any reason that you cannot complete the exam as scheduled, you must contact your instructor as soon as possible.**

## Methods of Assessment and Grading Weights

Grades in this class will be based on the completion of the following requirements:

- Exam 1 (15%) to be written on January 25.
- Exam 2 (15%) to be written on February 8.
- Exam 3 (20%) to be written on March 1.
- Exam 4 (20%) to be written on March 15.
- Exam 5 (15%) to be written on March 29.
- Exam 6 (15%) to be written on April 12.

## Final Exam Information

There is no registrar-scheduled final examination for this course.

## Grading Scale

Letter grades will be assigned and submitted to the registrar based on the following scale:

Grade	Percent range	Grade Point Value	Description
A+	96 – 100%	4.0	Outstanding performance
A	90 – 95.99%	4.0	Excellent performance
A-	85 – 89.99%	3.7	Approaching excellent performance
B+	80 – 84.99%	3.3	Exceeding good performance
B	75 – 79.99%	3.0	Good performance
B-	70 – 74.99%	2.7	Approaching good performance
C+	67 – 69.99%	2.3	Exceeding satisfactory performance
C	63 – 66.99%	2.0	Satisfactory performance
C-	59 – 62.99%	1.7	Approaching satisfactory performance
D+	55 – 58.99%	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject
D	50 – 54.99%	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
F	<50%	0	Failure. Did not meet course requirements.

## Handing in Papers, Assignments

1. The main Sociology Department office does not deal with any course-related matters. Please speak directly to your instructor.
2. **Protection of Privacy:** The Freedom of Information and Protection of Privacy (FOIPP) legislation does not allow students to retrieve any course material from public places. Anything that requires handing back will be returned directly during class or office hours. If students are unable to pick up their assignments from the instructor, they can provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment. Private

information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

3. Final grades are not posted by the Sociology Department. They are only available online.

### Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf> and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### Instructor Intellectual Property

Course materials created by professors (including course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professors. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### Academic Misconduct

Please refer to the website listed below for information on University of Calgary policies on Plagiarism/Cheating/Other Academic Misconduct:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### Absences and Deferrals

Students who are absent from tests should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

### Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

### Libraries & Cultural Resources

To contact your librarian or find out about the resources and services available to sociology students go to the Sociology Library guide: <https://library.ucalgary.ca/guides/sociology>

To access the main Library website, go to: <https://library.ucalgary.ca>

## Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive support when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through Student Wellness Services (Room 370 MacEwan Student Centre, <https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

## Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

## Student Ombuds Office

The Student Ombuds Office supports and provides a safe, neutral space for students. For more information, please visit <https://www.ucalgary.ca/student-services/ombuds> or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

## Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); Information about the SU, including elected Faculty Representatives, can be found here: <https://www.su.ucalgary.ca>.

## Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees, from the evacuated population to the emergency responders. For more information, see the University of Calgary's Emergency Management website:

<https://live-risk.ucalgary.ca/risk/emergency-management/evac-drills-assembly-points/assembly-points>

## Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.