Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2018
Course Code: SOC 207R, Section 001
Course Title: Sociology of Education
Class Times/Location: Thursday 6:30-9:20 p.m., Renison, REN 2102

Instructor: Dr. Nicole Sanderson
Office: REN 1623
Office Phone: 905-512-7185
Office Hours: By appointment
Email: nbsander@uwaterloo.ca

Course Description

We all have spent substantial portions of our lives in schools; consequently we often feel that we have some expertise on the topic of ‘schools’. 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 do poorly? 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 Canada.
Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

a) describe the historical development of educational systems.
b) outline the theoretical foundations of sociology of education.
c) identify the role that education plays in perpetuating or challenging social norms.
d) explain the methods used by sociologists to identify, analyze, and critique various educational debates and paradigms.
e) outline the steps involved in developing and writing a research paper proposal.
f) describe the process by which a research proposal is converted into a research paper.

Required Text:


Readings:

Week 1 (Sept. 6th)

Required Reading:

Davies & Guppy – CHAPTER 1 Required Text

Recommended Readings:


Robson, K.L. (2013). A historical overview of education in Canada (Chapter 3). In Sociology of education in Canada (pp. 54-87). Don Mills, ON: Pearson Canada Inc. Lusi Wong Library Reading Reserve

**Week 2 (Sept. 13th)**

**Required Reading:**

Davies & Guppy – CHAPTER 2 **Required Text**

**Recommended Reading:**


**Week 3 (Sept. 20th)**

**Required Reading:**

Davies & Guppy – CHAPTER 3 **Required Text**

**Week 4 (Sept. 27th)**

**Required Reading:**

Davies & Guppy – CHAPTER 4 **Required Text**

**Recommended Reading:**


**Week 5 (Oct. 4th)**

**Required Reading:**

Davies & Guppy – CHAPTER 5 **Required Text**
Recommended Readings:


No Class on October 11th

Week 6 (October 18th)

Required Reading:

Davies & Guppy – CHAPTER 6 Required Text

Recommended Reading:


**Week 7 (October 25th)**

**Required Reading:**

Davies & Guppy – CHAPTER 7 Required Text

**Recommended Readings:**


**Week 8 (November 1st)**

**Required Reading:**

Davies & Guppy – CHAPTER 8 Required Text

**Week 9 (November 8th)**

**Required Readings:**

Davies & Guppy – CHAPTER 9 Required Text


**Recommended Readings:**


Robson, K.L. (2013). The role of curriculum (Chapter 5). In Sociology of education in Canada (pp.122-159). Toronto: Pearson Canada Inc. Lusi Wong Library Reading Reserve
Week 10 (November 15th)

Required Reading:
Davies & Guppy- CHAPTER 10 Required Text

Recommended Readings:


Week 11 (November 22nd)

Required Readings:
Davies & Guppy- CHAPTER 11 Required Text

Recommended Readings:


Electronic Reserves

http://dx.doi.org/10.14507/epaa.25.2685 This article is part of the Special Issue on School Diversification and Dilemmas Across Canada, guest edited by Ee-Seul Yoon & Christopher Lubienski. Electronic Reserves

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Lusi Wong Library Reading Reserve

http://epaa.asu.edu/ojs/article/view/2655 This article is part of the Special Issue on School Diversification and Dilemmas Across Canada, guest edited by Ee-Seul Yoon & Christopher Lubienski. Electronic Reserves

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Week 12 (November 29th)

Required Reading:
Davies & Guppy - CHAPTER 12 and 13 Required Text

Reading Expectations:
I will not assign extra class readings, so all that will be required of you are the readings found on this syllabus. The more prepared you are with the readings, the more prepared you will be to participate.

In addition to the required weekly readings, I have included some recommended readings that give you additional insight into current educational debates and research being conducted in Canada. These readings highlight how the everyday lives of students, teachers, parents, and other educational stakeholders can be examined through a sociological lens.

The course’s required textbook can be purchased through the University of Waterloo Bookstore. Other required and recommended readings can be accessed via the electronic course reserve via LEARN and others have been put on short term reserve (3 hours) at the Lusi Wong library under the course number.

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Quiz 1-10 (each quiz worth 2%)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 1 – Research Proposal</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 2 – Research Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Quizzes

Each student will complete 10 on-line quizzes (worth 2% each). Quizzes are to be completed on “LEARN” by 5:30 p.m. on the day class meets on Weeks 2-11 and are based on the “required readings” for each week. Each quiz consists of ten questions in either a multiple choice or true and false format.
Assignment 1 – Research Paper Proposal

Each student will submit a max 4-page, double-spaced, 12-point font, research proposal describing a Canadian educational topic of their choice and a proposed sociological theory that will be used to for the final research paper for this class. Please email your research topic to the instructor by Tuesday, September 18th. The assignment will be discussed in class on September 20th and we will do some preliminary work on honing our research questions and thesis statements.

Some possible topic examples:

- Education inequalities for rural students
- Growth of private school options
- Home-schooling
- Early childhood education
- Aboriginal education
- Sex education
- Religious schools
- Gender and education
- Afrocentric/Black-focused schools

During the second half of class time on October 18th, we will be doing a peer review exercise with your draft research paper proposals. Please ensure that you bring a paper copy of your draft research paper proposal to class on this day.

The research proposal is due on Oct. 21st. Please post it in the LEARN drobox as a .docx or .pdf file by 11:59 p.m.

Evaluation: Refer to assessment rubric on LEARN

Assignment 2 – Research Paper

The final essay research paper will build upon your research proposal and will consist of 8-10 pages using 12-point font. The essay will require extensive library research into an issue concerning the sociology of education literature. You will have received detailed feedback on your research proposal, which ought to help steer you in more productive directions if you strayed off your topic. You are expected to take this feedback into consideration when writing the final paper.
Components:

- A separate title page with title, name, course name, number, and date.

- Include “in-text” citations and a reference list in APA style. Citations must be correctly formatted.

- A minimum of 10 references is required to adequately explore the various dimensions of your chosen topic.

- Students are expected to cite from a wide range of sources such as course readings, books, scholarly journals, research reports (e.g. from teachers’ federations and/or public policy organizations, government documents, archive collections, and reputable electronic sources (this excludes commercial sites, Wikipedia, blogs, forums, and personal electronic sources). Students are expected to use electronic indexes and databases, especially ERIC and Sociological Abstracts.

The research paper is due on November 30th. Please post it in the LEARN dropbox as a .docx or .pdf file by 11:59 p.m.

Note: Please bring a paper copy of your draft research paper to class on November 22nd. We will use the second half of class to conduct a peer review exercise of the papers.

Evaluation: Refer to assessment rubric posted on LEARN.

**Class Participation**

There are two modes of participation evaluation in this course. The first evaluation will be based on class attendance and is worth 5% of your final mark. People have differing degrees of comfort participating in large or small group discussions. For this reason 5% of your grade is in the form of self-assessment of your participation during the course. You will be asked to reflect upon your participation and complete a rubric in class on November 29th. The instructor will take your self-assessment into consideration, but will ultimately determine the final grade.
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 6</td>
<td>Context for a Schooled Society</td>
<td>Week 1 “required” readings</td>
</tr>
<tr>
<td>2</td>
<td>Sept 13</td>
<td>Classical Sociological Approaches to Education</td>
<td>Week 2 “required” readings</td>
</tr>
<tr>
<td>3</td>
<td>Sept 20</td>
<td>Contemporary Sociological Approaches to Schooling</td>
<td>Week 3 “required” readings</td>
</tr>
<tr>
<td>4</td>
<td>Sept 27</td>
<td>Education Revolutionized: Growth of Modern Schooling</td>
<td>Week 4 “required” readings</td>
</tr>
<tr>
<td>5</td>
<td>Oct 4</td>
<td>Structural Transformation of Schooling</td>
<td>Week 5 “required” readings</td>
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<tr>
<td></td>
<td>Oct 8</td>
<td>Thanksgiving Day – <strong>University closed</strong></td>
<td></td>
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<tr>
<td></td>
<td>Oct 9-10</td>
<td>Study Days – <strong>No classes</strong></td>
<td></td>
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<tr>
<td></td>
<td>Oct 11</td>
<td><strong>No class</strong> due to make-up day for Oct 10-11th Study Days</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Oct 18</td>
<td>Class and Socioeconomic Status</td>
<td>Week 6 “required” readings</td>
</tr>
<tr>
<td>7</td>
<td>Oct 25</td>
<td>Gender, Race, Sexuality and Other Equity Categories</td>
<td>Week 7 “required” readings</td>
</tr>
<tr>
<td>8</td>
<td>Nov 1</td>
<td>Changing Organization of Schooling</td>
<td>Week 8 “required” readings</td>
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<tr>
<td>9</td>
<td>Nov 8</td>
<td>Curriculum</td>
<td>Week 9 “required” readings</td>
</tr>
<tr>
<td>10</td>
<td>Nov 15</td>
<td>Sociology of Teaching</td>
<td>Week 10 “required” readings</td>
</tr>
<tr>
<td>11</td>
<td>Nov 22</td>
<td>Socialization: The Changing Influence of Schools on Students</td>
<td>Week 11 “required” readings</td>
</tr>
<tr>
<td>12</td>
<td>Nov 29</td>
<td>Limits of School Socialization and Future Directions for Canadian Education</td>
<td>Week 12 “required” readings</td>
</tr>
</tbody>
</table>

*The first week of classes begins on Thursday and includes only Thursday and Friday September 6 and 7. Regular Thursday and Friday schedules are followed on both days.

**The loss of a Tuesday class on October 9 (study day) is made up by following a Tuesday schedule on Thursday, October 11*
***The loss of a Wednesday class on October 10 (study day) is made up by following a Wednesday schedule on Friday, October 12

****The loss of a Monday class on October 8 will be made up by following a Monday schedule on December 3.

**Late Work**

Due dates are firm. You are responsible for informing the instructor in advance if you are unable to complete an assignment by the scheduled date. Missed due dates are only acceptable in the case of medical problems (with a medical note), for serious compassionate reasons, or as a pre-arranged accommodation for students with disabilities.

Late submissions, without advance permission, will be given a 10% reduction in the total possible grade for each 24 hours after the due date. No assignments will be accepted if submitted more than one week after the deadline. In some cases, it may be necessary to complete alternate assignments for deadlines that are missed.

Difficulty with assignments is not a sufficient reason for an extension. Any student who is struggling with an assignment during the term is encouraged to meet with the instructor as soon as possible to discuss strategies for success. It is important to begin assignments well in advance of the due date in case of problems. Online quizzes close on the due dates specified on “Learn”.

**Information on Plagiarism Detection**

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

**Electronic Device Policy**

Electronic devices are allowed in class, provided they do not disturb teaching or learning.
Attendance Policy

I like an open, honest and easy going class, with a relaxed, but professional atmosphere. In class, you will be taking part in small and larger group activities that provides opportunities for you to delve more deeply into each week’s topic. In order to have that type of class atmosphere, it requires that you come prepared and ready to participate. Thus, attendance is taken weekly in the course.

Final Examination Policy

For Fall 2018, the established examination period is December 6-21, 2018. The schedule will be available in October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: https://uwaterloo.ca/registrar/final-examinations

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made, or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity website (Arts):**
http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

**Academic Integrity Office (waterloo):**
http://uwaterloo.ca/academic-integrity/

**Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.
**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

**Off campus, 24/7**

- **Good2Talk:** Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7:** Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME:** set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources (PDF)](#)
A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.

2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.

3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.