

SOCIOLOGY 2P06

2016-17

Day and Time of Classes: Mondays 7pm-9pm

Class Location: KTH B124

Instructor: Karen Robson

Ext.: 23609

Office Hours: Mondays 5-630 pm

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COURSE DESCRIPTION

The sociology of education examines the social construction of formal institutions of learning. Indeed, we are learning about this topic within a formal institution of learning.

We begin by examining how different aspects of the sociology of education are interspersed in our everyday lived experiences. Education-related issues are often the stuff of media stories and we will take the opportunity to unpack these stories into the various components of this sub-discipline. For example, we will ask how certain situations came into being through historical processes, the underlying sets of assumptions held by key players, how this topic can be understood through different theoretical lenses, and how the processes under consideration may further contribute to social structures around us.

In this course, we examine many elements related to the sociology of education. Sociological theories that are pertinent to the sociology of education are considered early in the course to give us grounding from which to understand various educational processes and outcomes. We cannot ignore the history of the education system in Canada (and how it was shaped through traditions from England and beyond), and thus we also consider how historical processes have given us a strong discourse around what education is “meant to be.” Similarly, we consider how curriculum has been socially constructed over time and what the idea product of education is understood to be by various stakeholders.

We also consider how school is a major force of socialization and the ramifications of such processes. We also explore how race, ethnicity, social class, gender, sexual orientation, language, religion, dis/ability, citizenship, place of birth and other markers influence students’ educational trajectories and overall life chances. From these socialization experiences emerge structural and social inequalities in school settings and beyond, of which we are asked to think of the wider implications of such processes.

Schooling is often regarded as a training process that leads to employment, and we will also explore the stages of emerging to adulthood, of which gainful employment is but one major step. We consider the various pathways that youth take and the social value applied to each. Given that our education process exists within the larger context of the societies (and world) in which

we live, current challenges (i.e. economic, political, and social) to current educational practice in Canada and beyond will also be questioned.

COURSE LEARNING OBJECTIVES:

This course addresses three University Undergraduate Degree Level Expectations (see, [University Undergraduate Degree Level Expectations](#)).

1. This course encourages students to critically examine how the process of education is socially constructed and the larger social ramifications of such processes and by doing so, expands the student's *depth and breadth of knowledge*;
2. This course requires students to critically examine how various characteristics held by individuals impact upon their educational opportunities and outcomes, requiring that students *consider and critically evaluate competing theoretical approaches* and sources of evidence;
3. The linkage to current events requires the *application of knowledge* from the textbook and journal articles to real life social processes around schooling, educational systems, and pedagogical issues.

OUTLINE

	Date	Notes	Required Reading
1	September 12	Introduction	Chapter 1, Robson
2	September 19	Theories of the Sociology of Education	Chapter 2: 14-38
3	September 26	Theory – additional readings TBA	Chapter 2: Rest of Chapter
4	October 3	Theory – additional readings TBA	TBA
5	October 10	Mid-term recess – NO CLASS	
6	October 17	Historical Overview of Education	Chapter 3
7	October 24	Test 1	Test 1
8	October 31	Structure of Education	Chapter 4
9	November 7	Role of Curriculum	Chapter 5
10	November 14	Curriculum – additional readings TBA	TBA
11	November 21	Socialization and the Schooling Process	Chapter 6
12	November 28	TEST 2	Test 2
		Winter Break ❄️🌨️	
13	January 9	Structural and Social Inequalities in Schooling	Chapter 7
14	January 16	Inequalities –additional readings TBA	Chapter 7
15	January 23	Inequalities –additional readings TBA	TBA
16	January 30	School-to-Work Transitions	TBA
17	February 6	Transitions – additional readings TBA	Chapter 8
18	February 13	TEST 3	Test 3
19	February 20	No Class – Reading Week 🌴🌊🌞	
20	February 27	Challenges to Educational Practice	Chapter 9
21	March 6	Challenges -- additional readings TBA	TBA
22	March 13	Additional readings TBA	TBA
23	March 27	Additional readings TBA	TBA
24	April 3	Additional readings TBA	TBA
	FINAL EXAM	TBA	

METHOD OF EVALUATION

Tutorial	--10%
Current Event Presentation	--15%
Test 1	--20%
Test 2	--20%
Test 3	--15
Test 4	--20%

Tutorial – 10%

Determined by tutorial leaders.

Current Event Presentation – 15%

Rarely a week passes without an education issue being presented in the media.

Each student will give a brief presentation (approximately maximum 5-7 minutes) on a current news article on education, covering the key points that make the topic newsworthy and ties in with the current week's readings. The student should prepare a presentation that includes PowerPoint or DocCam.

- Your article should be unique – others should not have presented on it in previous weeks.
- Your presentation should demonstrate some linkage with the sociology of education and the readings for the week you are presenting it in. You should tie in key terms from the readings to demonstrate its relevance.
- Do not include “discussion questions” in your presentation (there is often no time for these).
- The content of these presentations may be included in examinations.
- You can present in-class or create video to be played in class.

You will be able to sign up for your week on Avenue to Learn. If you fail to sign up for an available spot while there are still places (i.e. early in the course), you have essentially forfeited your 15%. There are no alternatives for making up this grade.

Tests: All tests are noncumulative and focus on content from the readings, lecture, and current events presentations.

ACADEMIC DISHONESTY:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"),

and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work. (No group collaboration on presentations or tests is permitted.)
3. Copying or using unauthorized aids in tests and examinations.

DEPARTMENTAL/UNIVERSITY POLICIES:

Do NOT fax assignments. Please see your instructor for the most appropriate way to submit assignments.

The Sociology staff do NOT date-stamp assignments, nor do they monitor the submission or return of papers. Avenue to Learn will be used for the vast majority of evaluated components.

The McMaster Student Absence Form (<http://www.mcmaster.ca/msaf/>) is a self reporting tool for Undergraduate Students to report absences that last up to 3 days and provides the ability to request accommodation for any missed academic work. Please note, this tool cannot be used during any final examination period.

You may submit a maximum of 1 Academic Work Missed request per term. It is YOUR responsibility to follow up with your instructor immediately regarding the nature of the accommodation.

If you are absent more than 3 days, exceed 1 request per term, or are absent for a reason other than medical, you MUST visit your Associate Dean's Office (Faculty Office). You may be required to provide supporting documentation.

This form should be filled out when you are about to return to class after your absence.

Students should check the web, the white board and the Undergraduate Bulletin board outside the Sociology office (KTH-627) for notices pertaining to Sociology classes or departmental business (eg. class scheduling information, location of mailboxes and offices, tutorial information, class cancellations, TA job postings, etc.).

Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.