UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: [Dec. 1998]
COURSE REVISED IMPLEMENTATION DATE: [Sept 2003]
COURSE TO BE REVIEWED: [Sept. 2007]
(Four years after implementation date)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **Education**

EDUC 333		**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Schooling and Society
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

A sociological analysis of the education system and its relation to major social institutions in Western industrial societies, in particular Canada. Aspects studied may include the classroom, teachers, student culture, bureaucratization, inequality, employment, and social policy.

PREREQUISITES: **45 credits to include at least six credits of sociology**
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: **SOC 333** *(Course #)* For further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS

Lectures:	**30**	Hrs
Seminar:	**30**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **25**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Once every two years**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): **Elizabeth Dennis**
Chairperson: *(Curriculum Committee) Jim Andersen*
Department Head: **Jean Ballard**
Dean: **Virginia Cooke**
PAC Approval in Principle Date: _____
PAC Final Approval Date: February 25, 2004

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COURSE NAME/NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

First: To examine the major traditions and theories in the Sociology of Education through which sociologists try to analyze education and educational change. During the course we will develop an intellectual grid so that students can recognize and apply various approaches.

Secondly: To develop a critical understanding of education and educational processes in contemporary society, with particular appreciation for the taken for granted aspects of public education. It is hoped that by the end of the course students will be able to reflect critically on their own formal and informal educational experiences.

Thirdly: To explore the social relations and practices that underpin educational institutions. We shall look at how these influence the organization and outcome of educational processes. By the end of the course students will have an understanding of the impact of race, class and gender on the social relations of schooling.

METHODS:

Lecture, Seminars

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
Credit can be awarded for this course through PLAR ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Course may be challenged. Alternative methods will be looked at on a case-by-case basis.

TEXTBOOKS, REFERENCES, MATERIALS:
[Textbook selection varies by instructor. An example of texts for this course might be:]

Ballantine, Jeanne H.
Schools and Society: A Unified Reader; Mayfield Publications
Wotherspoon, Terry
The Political Economy of Education in Canada; University of Toronto Press

SUPPLIES / MATERIALS:

No unusual supplies needed.

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STUDENT EVALUATION:
[An example of student evaluation for this course might be:]

1.	**Oral presentation**	**15%**	Students will be required to make an oral article review based on two or more articles chosen from an optional readings list. Presentation guidelines will be distributed and discussed early in the term, along with a schedule for presentations.
2.	**Mid-term examination**	**30%**	(Format is multiple choice, short answer and essay.)
3.	**Library research paper**	**25%**	Students will be required to submit a 3500 word essay on a topic to be chose in consultation with the course instructor. This essay is due the final day of class. Evaluation criteria for this essay will be distributed and discussed following the mid-term examination.
4.	**A final examination**	**30%**	(Format is multiple choice, short answer and essay.)

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]

I. Introduction to Sociological Perspectives:
This section of the course includes a general consideration of different sociological approaches to the study of education. We will discuss the work of Marx, Weber and Durkheim and how these classical contributions have shaped the study of schooling. We will also look at the contributions of feminist sociologists in educational theorizing and research.

II. Education in Social Context:
This section of the course examines educational outcomes and practices in the context of larger social relations. Particular emphasis will be placed on relations of race, class and gender and their implications for education. This section concludes with a consideration of models and theories which seek to explain similarities and differences in schooling in different societies.

III. Education and Employment:
This section of the course addresses the relationship between education and the labour market. We will consider the ways in which educational attainment influences and is influenced by the wage labour relationship in particular and capitalist social organization in general.

IV. Inside the Black Box - The Schooling Process:
If schooling reproduces the existing social structure, how does "it" do so? This section of the course addresses the social organization of schools and classrooms, with particular attention to the circumstances of teachers' and students' work.

V. The Educational State:
This section of the course focuses on schooling as an extension of the state, with emphasis on the contradictions of state sponsored schooling in a capitalist (albeit democratic) society.

VI. Alternative Educational Futures:
While schooling is seen by many theorists as an instrument of domination, others argue that it is equally a site of struggle and empowerment. The course concludes with an examination of alternative educational futures, and a focus on various forms of adult education.