### SOC 333: Schooling and Society

**Subject/Number of Course:** SOC 333  
**Descriptive Title:** Schooling and Society  
**UCFV Credits:** 4

**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.

**Rationale:**

**Course Prerequisites:** 45 credits, to include at least 6 credits of sociology

**Course Corequisites:**

<table>
<thead>
<tr>
<th>Hours per Term</th>
<th>Lecture 30 hrs</th>
<th>Student Directed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory</td>
<td>hrs</td>
<td>Learning hrs</td>
</tr>
<tr>
<td>Seminar</td>
<td>30 hrs</td>
<td>Other - specify: hrs</td>
</tr>
<tr>
<td>Field Experience</td>
<td>hrs</td>
<td>TOTAL 60 HRS</td>
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**Maximum Enrolment:** 25

**Is transfer credit requested?**  
Yes  
No

### Authorization Signatures:

**Course Designer(s):** E. Asner  
**Chairperson:** (E. Davis)  
**Curriculum Committee:**

**Department Head:** K. Busswood  
**Dean:**

**PAC: Approval in Principle:** (Date)  
**PAC: Final Approval:** December 16, 1998 (Date)
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SYNONYMOUS COURSES:

(a) replaces ______ SA 333 _______
    (course #)

(b) cannot take _______________ for further credit
    (course #)

SUPPLIES/MATERIALS:

TEXTBOOKS, REFERENCES, MATERIALS (List reading resources elsewhere)

Ballantine, *Schools and Society*

Wotherspoon, *The Political Economy of Canadian Schooling*

OBJECTIVES:

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
STUDENT EVALUATION PROCEDURE:

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. A 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.)

A+ 90 - 100%
A 85 - 89%
A- 80 - 84%
B+ 76 - 79%
B 72 - 75%
B- 68 - 71%
C+ 64 - 67%
C 60 - 63%
C- 55 - 59%
P 50 - 54%
NC 0 - 49%

COURSE CONTENT

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.
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Course Content cont’d

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.