

Western Education

Course Name: *Perspectives on Schooling- 2200E (2021-2022)*

Program Title and Code: Perspectives on Schooling (2200E)

Program Type: Undergraduate

Number of Credits: 1.0

Course Start: September 8th, 2021

Course Duration: Three-hour class each week x 18 weeks

Class Time/Location: 6:30 pm to 9:30 pm, Room # 2051

Recognized holidays in each term: October 11th, 2021 (Thanksgiving Holiday), October 12th to October 15, 2021 (Fall Reading Week), February 19th to February 27th, 2022 (Spring Reading Week). February 21st, 2022 (Family Day), April 15th, 2022 (Good Friday), April 17th, 2022 (Easter Sunday).

Professor: Melanie Lawrence, PhD

Office Hours: By Appointment

E-mail: mmazier@uwo.ca

If students are not able to transform their lived experiences into knowledge and to use the already acquired knowledge as a process to unveil new knowledge, they will never be able to participate rigorously in a dialogue as a process of learning and knowing. In truth, how can one dialogue without any prior apprenticeship with the object of knowledge and without any epistemological curiosity? (Macedo, D. in Freire, P. 1971/2011).

Let this be the start of our journey on *Perspectives on Schooling*

Contact Policy

If at any time, during this course you require specific instruction or additional support please do not hesitate to reach out to me.

The preferred mode of contacting me is through the UWO messaging system.

Students should provide an appropriate/descriptive subject heading for their emails and OWL messages, as well as the course code (2200E) for emails. All efforts will be made to address queries within a **24 hour** time period. Due to Covid-19 my email inbox at times has become over inundated. Should I not respond within 48 hours please send to me a second email reminder.

Calendar Description

This course will consider various perceptions of the purpose and function of schooling, explore the culture of schools, and examine the characteristics and role of the teaching profession. The course is designed for students who are considering a teaching career, and for others interested in the social issues of schooling.

Extended Course Description

This course considers various perspectives on schooling, using sociology of education as a lens within the context of Canadian education to examine the culture of schools, and examine the characteristics and role of the teaching profession.

Learning Outcomes

Learning outcomes for this course are organized into five key areas, based on Undergraduate Degree-Level Expectations. By the end of this course, students will be able to:

- Be familiar with, able to critically discuss, and write about a variety of sociological perspectives on schooling that will include theoretical, historical, political, and philosophical perspectives of education.

- Apply a critical lens to major issues and unique problems in the study of education.
- Demonstrate skills to critically engage with educational policy and recognition as it relates to Equity, Diversity, and Inclusion (EDI).
- Demonstrate skills to engage critically with representations of schools, teaching, and students in popular culture and mass media.
- To research and prepare a formal essay on a major issue in education using peer reviewed and scholarly resources.

Course Time Commitment Expectations

The estimated workload for this course is approximately **4 hours per week**. This may vary per week depending on the student's experience with each topic, and each week's reading requirements especially when preparing for assignments or learning activities. Students are encouraged to plan their time accordingly.

Required Course Materials

Required Text: Davies, S. & Guppy, N. (2018). *The schooled society: An introduction to the sociology of education*. Canada: Oxford University Press.

This book is available through Western Libraries and other library sharing systems. You can also purchase a copy through providers of your choice.

Required materials, online: For the remainder of this course, **from time to time**, additional materials will be posted on OWL. The only method of accessing these materials is through OWL, thus it is imperative that you have access to OWL for this course. If you are having a difficult time accessing OWL please contact Information Technology immediately.

Course Topics and Readings:

Topic: The context of the schooled society

Week One:

Required readings-

Davies & Guppy (2018), Chapter One: The context for the schooled society

Wotherspoon, T. (2009). *Historical dimensions of Canadian Education*. The sociology of education in Canada (pp. 54-74). Don Mills, ON: Oxford University Press.

Week Two:

Required readings-

Davies & Guppy (2018), Chapter Two: Classical sociological approaches to education

Saha, L. (2008). *Sociology of education*. In T. Good (Ed.), *21st century education: A reference handbook* (pp. 299-308). Thousand Oaks, CA: Sage.

Week Three:

Required readings-

Davies & Guppy (2018), Chapter Three: Contemporary sociological approaches to schooling

Topic: Selection: Inequality and Opportunity

Week Four:**Required readings-**

Davies & Guppy (2018), Chapter Four: Education revolutionized: The growth of modern schooling

Week Five:**Required readings-**

Davies & Guppy (2018), Chapter Five: The Structural Transformation of Schooling: Accommodation, Competition, and Stratification

Week Six:**Required readings-**

Davies & Guppy (2018), Chapter Six: Unequal student attainments: Class and socio-economic status.

Lehmann, W. (2016). Influences on working class students' decision to go to university. In A. Stich & C. Freie (Eds.), *The working classes and higher education: Inequality of access, opportunity and outcome* (pp. 13-29). New York: Routledge.

Week Seven:**Required readings:**

Davies & Guppy (2018), Chapter Seven: Attainments by gender, race, sexuality, and other equity categories

Rezai-Rashti, G., Segeren, A., & Martino, W. (2016). The new articulation of equity education in neoliberal times: The changing conception of social justice in Ontario. *Globalisation, Societies and Education*, 15(2), 160-174.

Topic: Social Organization and Legitimation

Week Eight:

Required readings:

Davies & Guppy (2018), Chapter Eight: The changing organization of school

Week Nine:

Required readings:

Davies & Guppy (2018), Chapter Nine: Curriculum: The content of schooling

Week Ten:

Required readings:

Davies & Guppy (2018), Chapter Ten: The sociology of teaching

Topic: Socialization

Week Eleven:

Required readings:

Davies & Guppy (2018), Chapter Eleven: Socialization: The changing influence of schools on students

Week Twelve:**Required readings:**

Davies & Guppy (2018), Chapter Twelve: The limits of school socialization: Competing influences on students

Topic: Conclusion: The Schooled Society**Week Thirteen:****Required reading:**

Davies & Guppy (2018), Chapter Thirteen: Future directions for Canadian education

Week Fourteen: Global Perspectives on Schooling**Required readings:**

Solberg, P. (2015). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* Chapter One, "Yes we can learn from one another" (pp. 1-13). Chapter Four, "The Finnish way: Competitive welfare state" (pp. 139-170). New York: Teachers College Press

Week Fifteen:**Required Readings:**

Drake, M. & Savage, M.J. (2016). Negotiating accountability and integrated curriculum from a global perspective. *International Journal of learning, teaching and educational research*, 15 (6), 127-144.

Week Sixteen:**Required Readings:**

Bennett, P.W. (2017). Digital learning in Canadian K-12 schools: A review of critical issues, policy, and practice. In A. Marcus-Quinn, & T. Hourigan (Eds.), *Handbook on digital learning for K-12 schools*. Springer, Cham.

Week Seventeen:**Required Readings:**

Kim, J. Learning and Teaching Online During Covid-19: Experiences of Student Teachers in an Early Childhood Education Practicum. *IJEC* **52**, 145–158 (2020). <https://doi.org/10.1007/s13158-020-00272-6>

Week Eighteen: Wrapping up while trying to make sense of it all: Final thoughts on the *Perspectives on Schooling*

Assignments & Course Requirements

Assignment	Details	Due Date(s)	Weighting
Reflection on your own school experience	Please consult syllabus below	November 11 th , 2021 via OWL online "Assignments" tab by 11:55 p.m. EST	10%
Three Critical Reflective Journal Submissions	Three Weekly Reflective Journal submissions- First Term	On going through term one via OWL online "Assignments" tab	15%
Mid-Term Assignment	Critical Film Review on Education	February 17 th , 2022 via OWL online "Assignments" tab by 11:55 pm EST	25%
Three Critical Reflective Journal Submissions	Three Weekly Reflective Journal Submissions – Second Term	On going through term two via OWL online "Assignments" tab	15%
Final Essay	Please consult syllabus below	April 4 th , 2022 via OWL online "Assignments" tab by 11:55 p.m. EST	25%
Optional Final Assignment	Project Artefact: Please consult syllabus below	April 4 th , 2022 via OWL online "Assignments" tab by 11:55 p.m. EST	25%
Participation	Preparation & Participation: Self-Evaluation	On-Going term 1 & 2: Due last day of class, 2022	10%

Six Weekly Journal Reflections (Due Date Ongoing) 30%

Throughout this course, you will be asked to provide six weekly critically engaged and critically reflexive papers (three first term and three in second term) that will be brief and based on the required readings using a strategy called “Questions, Quotations, and Comments (QQC)”. You may choose the weeks in which you wish to submit for each term. This strategy will be explained in further detail during class time.

This assignment will provide you with an opportunity to discuss our weekly readings and will inform your interpretation, learning/unlearning and rich understanding of ‘Perspectives on Schooling’. The term reflexive practice was first coined by Dewey (1933) and defined as an action that involves “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads” (p. 9). As Gouldner (1970) stated, “there is no knowledge of the world that is not a knowledge of our own experience of it and in relationship to it” (p. 28).

Each of the six critical and critically reflexive reading journal entries should be two pages in length, 12-point Times New Roman font, double spaced following APA 7th edition format that will include a title page and bibliography.

Reflection on your Own School Experience (Due: November 11th, 2021) 10%

You are asked to critically and reflexively engage on your own educational experiences as a K-12 student. What was your experience as a student like? How did your family background shape your educational experience? How did you experience the school culture? What was your overall impression of the school structure, resources, and curriculum? More specifically you are asked to critically reflect on how you experienced equity, diversity, and inclusion in your school? What were your perspectives of equity, diversity, and inclusion at your school?

Please support this reflection using two readings from in class and one to two external sources. Please also include in this reflection one artefact that supports your reflection.

Note: an artefact can be a drawing, painting, a book cover, a photograph of family, nature, friends, animals, a poem, or lyrics to a song, etc.

Your reflection is to be three to five pages in length, excluding a title page and bibliography. Your paper will follow APA 7th edition format and will be double spaced, 12-point Times New Roman font.

Mid- Term Assignment: Critical Film Review (Due: February 17th, 2022) 25%

You are asked to write a critical film review about school, education in the classroom, and education beyond the classroom. Your review will engage critically and will question: What message does the film send about the culture of education, schools, teachers, and students? What are the politics behind the film? What are the politics behind education presented in the film? Why is understanding the context of what is meant by education of importance to the narrative of the film? Why is it important to understand the intersectionality of race, class, gender, sexuality, and ability when considering the message of the film?

Please remember that a critical analysis is not a summary. You are being asked to critically engage asking the BIG “how”, “what” and “why” questions. Make sure that your review has a thesis, that is make sure that you state a point of view that is supported by examples.

*****Please support your critical film review by reading and citing the following two sources that will be uploaded to OWL under “Resources”:**

McLean, M.M. (1995). One person’s opinion: It’s a blackboard jungle out there: The impact of media and film on the public’s perceptions of violence in schools. *The English Journal*, 84 (5), 19-21.

Robertson, J.P. (1997). Fantasy’s confines: Popular culture and the education of the female primary school teacher. *Canadian Journal of Education* 22 (Spring), 123-143.

Your critical review is to be 7-10 pages in length, excluding a title page and bibliography. Your paper will follow APA 7th edition format and will be double spaced, 12-point Times New Roman font.

The following is a recommended list of films to select from (If you should have a film you would like to engage with that is not on this list please consult me for approval):

Films:

The Breakfast Club (1985)

Stand and Deliver (1988)

Dead Poet's Society (1989)

Dangerous Minds (1995)

Mr. Holland's Opus (1996)

The Magdalene Sisters (2002)

Mona Lisa Smile (2003)

Coach Carter (2005)

Freedom Writers (2007)

The Sapphires (2012)

Life of Pi (2012)

The Theory of Everything (2014)

Captain Fantastic (2016)

Indian Horse (2017)

Final Assignment Research Essay (Due: April 4th, 2022) 25%

For your final assignment you are asked to write an essay that identifies one major issue in education in Canada. **Your guiding question for this final assignment will be, “Why is this major issue important and worth researching?”** Your analysis should include a critical argument and evidence that supports your argument. You may use as many (or as few) of the course readings as you wish. However, as this is a research essay, you are expected to research your topic in depth as an undergraduate student and are asked to go beyond our course readings. Your final paper is to be 10 pages (2500 words double-spaced, Times New Roman 12 point font. This requirement does not include your title page or your bibliography. The style format will be that of APA 7th edition.

Optional Final Assignment (Due: April 4th, 2022) 25%

Project Artefact: Possibly you come from a discipline that is not essay centric. Thus, I would like you to choose five artefacts. An artefact could be a poem, a photograph, lyrics from a song, a Ted Talk, a book, a drawing, a painting, a world event such as the Olympics, World Football, Social Movements (#IdleNoMore; #BlackLivesMatter; #MeToo; and #greatthunberg, for example), or any other another source that inspires you to connect to an issue or challenge in Canadian education. Please provide one or two paragraphs to illustrate how each of your five artefacts connects to the challenge or issues, as you perceive it, in Canadian education.

Preparation & Participation (Ongoing term 1&2) 10%

Broadly, preparation and participation will be based on your attendance, completing of the weekly-required readings so to engage in informed small group discussions and larger classroom discussions. Preparation and participation will also be evaluated based on the completing of each of the required assignments that have been submitted by

each due date. This will be a self-evaluation, which will be provided to me on the last day of class, 2022.

Consequences for Late Assignments

Recognizing that this is an undergraduate course all candidates are expected to submit assignments by the stated due date. My approach to teaching centres the needs of students when planning and designing learning requirements. At the discretion of the instructor, extensions may be granted. Please do not wait until the night before to contact me if you need an extension. I aim to return your assignments with detailed feedback within 14 days (or less) post-assignment due date. Your instructor will evaluate all assignments.

Important Policies

Policy on Laptops and other Electronics/Phones:

Laptops are permitted in class for note taking and course related use. Out of respect for everyone, accessing social media and cell phones during class is not permitted.

Policy on Accommodation for Medical Illness:

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation:

http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You

may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health:

Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Compassionate Grounds:

Serious Illness of a Family Member: Inform your instructor as soon as possible and submit a medical certificate from the family member's physician to your home faculty's Academic Counseling office.

In Case of a Death:

Inform your instructor as soon as possible and submit a copy of the newspaper notice, death certificate or documentation provided by the funeral director to your home faculty's Academic Counseling office.

Language Proficiency

Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in

English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades. A student who, after admission, shows an inadequate command of spoken or written English, they must improve English proficiency to the satisfaction of the graduate program or department. https://www.uwo.ca/univsec/academic_policies/admission.html.

Grading Scale for Perspectives on Schooling (2200E): Critical Responses; Critical Reflection; Critical Movie Review & Final Essay/Project

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

SUPPORT SERVICES

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (<http://www.registrar.uwo.ca>)

WRITING SUPPORT: Student Development Centre (<http://www.sdc.uwo.ca/>)

LEARNING SKILLS SUPPORT: Student Development Centre (<http://www.sdc.uwo.ca/>)

INTERNATIONAL STUDENTS: Student Development Centre (<http://www.sdc.uwo.ca/>)

ABORIGINAL STUDENTS: Student Development Centre (<http://www.sdc.uwo.ca/>)

STUDENTS with DISABILITIES: Student Development Centre
(<http://www.sdc.uwo.ca/>)

SOCIAL & CULTURAL ISSUES: University Students' Council
(<http://westernusc.ca/services/>).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

NOTE:

I would like to give special thanks' to Dr. Jason Ellis, PhD, for his generous assistance with the framing of the course assignments.