

University of Manitoba  
Department of Sociology  
Winter 2016 (3 credit hours)

SOC 7120 A01  
SEMINAR IN SOCIOLOGY OF EDUCATION

Instructor: Jason Edgerton  
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Timeslot: Wednesday 11:30am-2:15pm Room: 335 Isbister  
Office Hours: By appointment

**Required Text:**

None. Required readings will be available on the Course UMLearn site.

**Course Objectives and Description:**

The general emphasis will be on a critical sociological consideration of the various roles and impacts of education in society. Utilizing classical sociological theories of education as well as critical and emerging perspectives, we will consider a number of contemporary educational issues including: the changing structure and process of schooling, trends in teaching and curriculum, the multiple dimensions of educational inequality, the relationship between schooling and work, education in the era of globalization, and the balance of public/private interests in shaping the future of schooling.

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**Course Evaluation:**

*Participation (10%).* You are expected to complete the required readings prior to class each week so you can contribute intelligently to the discussion. Missed classes, failure to read the assigned texts, and disruptive or negative classroom behaviour will all result in lower participation marks.

*Seminar Facilitation (15%).* Each week, a student will be responsible for presenting a synopsis of the required readings to the class (approximately 30 minutes) and facilitating discussion for the first half of the seminar. This assignment is intended to help you develop your teaching and presentation skills. Your presentation should focus on the main themes/issues of that week's readings, and you are to prepare questions to help guide the in-class discussion.

*2 Critical Review Papers (12.5% x 2).* There is a set of required readings to be covered in class each week (see below). Over the course of the term, you are required to pick two weeks and write a critical review of each set of required readings (you cannot choose the required readings for the week that you are facilitating the seminar). These 3-5 page (double-spaced) papers will provide synopses and critical analyses of that week's readings and will be graded on comprehension, cogency, and critical insight.

*Presentation of Final Paper (10%).* Students will present a preliminary/late draft version of their final paper on the last day of class. This is to take the form of a conference presentation, and should be 12-15 minutes in length (plus 5 minutes for questions).

*Final Paper (40% of final mark).* Topics for the final paper are chosen by the student but must relate to the course content (it is best to consult with the professor about appropriate topics beforehand). Papers are to be 20-25 pages in length. Final papers are due April 15, 2015.

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#### **Grade Distribution:**

A+	=	90% and over	4.5
A	=	80% to 89%	4.0
B+	=	75% to 79%	3.5
B	=	70% to 74%	3.0
C+	=	66% to 69%	2.5
C	=	60% to 65%	2.0
D	=	50% to 59%	1.0
F	=	Under 50%	0.0

Students should be aware that the above grade categories are only guidelines. Different cut-off percentages may be used depending on the final grade distribution.

#### Voluntary Withdrawal:

The final date for voluntary withdrawal from this course is March 18th, 2016.

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#### **Student Responsibility and Academic Integrity:**

##### Late Assignments and Papers:

Late papers and assignments will be penalized 5% per day (including weekends and holidays) unless permission is granted *prior* to the due date. Note that such permission is only granted for exceptional circumstances. Papers or assignments more than five days late will not be accepted.

##### Academic Integrity:

University policy on academic integrity will be enforced. A full description of academic integrity matters, including plagiarism and cheating, can be found in Section 8 of the General Academic Regulations and Requirements of the University of Manitoba.

##### Unclaimed Term Work Disposal:

Any term work that has not been claimed by students will be held for four (4) months from the end of the final examination period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will become property of the Faculty of Arts and be destroyed according to FIPPA guidelines and using confidential measures for disposal.

### Accommodations:

*Special Needs:* Special needs services are provided through Disability Services (474-6213). Students with special needs (who require aids, other supports, or require extra time to write a test) should introduce themselves to the instructor at the beginning of the term in order to arrange suitable testing times.

*Holy Days:* The university recognizes the right of all students to observe recognized holidays of their faith, which fall within the academic year. With instructor discretion, necessary arrangements can be made to ensure studies are not jeopardized. The instructor should be notified of a student's intended absence in advance. At least three weeks notice of absence should normally be given where special arrangements are sought.

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## Course Readings

### Wk 1 (Jan 13)

Ballantine, J.H., & Spade, J.Z. (2015). Getting started: Understanding education through sociological theory. In J.H. Ballantine & J.Z. Spade (Eds), *Schools and society: A sociological approach to education* (pp. 18-34). Thousand Oaks, CA: Sage.

Sadovnik, A.R. (2007). Theory and research in the sociology of education. In Alan R. Sadovnik (Ed.), *Sociology of education: A critical reader* (pp. 3-21). New York: Routledge.

### Wk 2 (Jan 20) – Socialization, Selection & Allocation, Legitimation

Brown, D.K. (2001). The social sources of educational credentialism: Status cultures, labor markets, and organizations. *Sociology of Education*, 74 (Extra Issue), 19-34.

Goldthorpe, J.H. (1997). Problems of 'meritocracy.' In A.H. Halsey, H. Lauder, P. Brown, & A. Stuart Wells (Eds.), *Education: Culture, economy, society* (pp. 663-682). Oxford, UK: Oxford University Press.

Gracey, H.L. (2015). Learning the student role. In J.H. Ballantine & J.Z. Spade (Eds), *Schools and society: A sociological approach to education* (pp. 147-152). Sage: Thousand Oaks, CA.

Gutstein, D. (2008). Conservative think tanks and the academy: Credibility by stealth? In James L. Turk (Ed.), *Universities at risk: How special interests and corporatization threaten academic integrity* (pp. 166-208). Toronto: James Lorimer & Company.

Rist, R.C. (2007). On understanding the processes of schooling: The contributions of labeling theory. In Alan R. Sadovnik (Ed.), *Sociology of education: A critical reader* (pp. 71-82). New York: Routledge.

Woodhall, M. (1997). Human capital concepts. In A.H. Halsey, H. Lauder, P. Brown, & A. Stuart Wells (Eds.), *Education: Culture, economy, society* (pp. 219-224). Oxford, UK: Oxford University Press.

### Wk 3 (Jan 27) – SES/Social Class

- Davies, S., & Maldonado, V. (2009). Changing times, stubborn inequalities: Explaining socio-economic stratification in Canadian schooling. In E. Grabb, & N. Guppy (Eds.), *Social inequality in Canada: Patterns, problems, and policies* (pp.158-170). Toronto: Pearson-Prentice Hall.
- Edgerton, J.D., & Roberts, L.W. (2014). Cultural capital or habitus? Bourdieu and beyond in the explanation of enduring educational inequality/difference. *Theory and Research in Education*, 12(2): 193-220.
- Lareau, A. (2002). Invisible inequality: Social class and childrearing in black families and white families. *American Sociological Review*, 67(5), 747-776.
- Power, S. & Whitty, G. (2006). Education and the middle class: A complex but crucial case for the sociology of education. In H. Lauder, P. Brown, J. Dillabough, & A.H. Halsey (Eds.), *Education, globalization & social change* (pp. 446-453). Oxford, UK: Oxford University Press.

#### Additional Readings:

- Jackson, M. et al. (2007). Primary and secondary effects in class differentials in educational attainment. *Acta Sociologica*, 50(3), 211-229.
- Krahn H. (2009). Choose your parents carefully: Social class, post-secondary education, and occupational outcomes. In E. Grabb, & N. Guppy (Eds.), *Social inequality in Canada: Patterns, problems, and policies* (pp.171-189). Toronto: Pearson-Prentice Hall.
- Lehman, W. (2014). Habitus transformation and hidden injuries: Successful working-class university students. *Sociology of Education*, 87(1), 1-15.

### Wk 4 (Feb 3) – Gender

- Mickelson, R.A. (2015). Gender and education. In J.H. Ballantine & J.Z. Spade (Eds), *Schools and society: A sociological approach to education* (pp.292-303). Sage: Thousand Oaks, CA.
- Morris, E.W. (2008). 'Rednecks,' 'rutters' and 'rithmetic: Social class, masculinity, and schooling in a rural context. *Gender & Society*, 22(6), 728-751.
- Ringrose, J. (2009). 'The future is female': The post-feminist panic over failing boys. In C Levine-Rasky (Ed.), *Canadian Perspectives on the sociology of education* (pp. 213-232). Don Mills, ON: Oxford Press.
- Silberstang, J. (2011). Learning gender: The effects of gender-role stereotypes on women's lifelong learning and career advancement opportunities. In M. London (Ed.), *The Oxford handbook of lifelong learning* (pp. 370-388). New York: Oxford University Press.
- Unterhalter, E. (2006). Gender, education and development. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The Sage handbook of gender and education* (pp. 93-108). Thousand Oaks: Sage.

#### Additional Readings:

- Allan, E.J., & Madden, M.M. (2006). Chilly classrooms for female undergraduate students: A question of method? *Journal of Higher Education*, 77(4), 684-711.
- Buchmann, C., TA. DiPrete, and A. McDaniel. (2008). Gender inequalities in education. *Annual Review of Sociology* 34:319-337.

Edgerton, J.D., Peter, T., & Roberts, L.W. (2014). Gendered habitus and gender differences in academic achievement. *Alberta Journal of Educational Research*, 60(1), 182-212.

### **Wk 5 (Feb 10) – Race/Ethnicity**

Battiste, M. (2009). Cognitive assimilation, culturalism, and diversity: Evolving educational discourses for First Nations students. In A. McKeough, M. Porath, L. Phillips, & V. Timmons (Eds.), *The challenges of student diversity in Canadian schools*, (pp.189-222). Markham, ON: Fitzhenry & Whiteside.

Dei, G.J.S. (2009). Theorizing anti-racism. In C Levine-Rasky (Ed.), *Canadian Perspectives on the sociology of education* (pp. 51-67). Don Mills, ON: Oxford Press.

Persell, C.H., & Hendrie, G.F. (2005). Race, education, and inequality. In M. Romero & E. Margolis (Eds.), *Blackwell companion to social inequality*. London: Basil Blackwell.

Schissel, B., & Wotherspoon, T. (2010). The legacy of residential schools. In V. Zawilski (Ed.), *Inequality in Canada: A reader on the intersections of gender, race, and class* (pp. 102-121). Don Mills, ON: Oxford Press.

St. Denis, V. (2007). Aboriginal education and anti-racist education: Building alliances across cultural and racial identity. *Canadian Journal of Education*, 30(4), 1068-1092.

#### Additional Readings:

Abada, T., Hou, F., and Ram, B. (2009). Ethnic differences in educational attainment among the children of Canadian immigrants. *Canadian Journal of Sociology*, 34(1). 1-28.

Ogbu, J.U. (1997). Racial stratification and education in the United States: Why inequality persists. In A.H. Halsey, H. Lauder, P. Brown, & A. Stuart Wells (Eds.), *Education: Culture, economy, society* (pp. 765-778). Oxford, UK: Oxford University Press.

St. Denis, V. (2009). Rethinking culture theory in Aboriginal education. In C. Levine-Rasky (Ed.), *Canadian Perspectives on the sociology of education* (pp. 163-182). Don Mills, ON: Oxford Press.

**\*\*\*NO CLASS Feb 17 (Reading Week)\*\*\***

### **Wk 6 (Feb 24) – Effects of Schools and Schooling**

Mortimer, P. (1997). Can effective schools compensate for society? In A.H. Halsey, H. Lauder, P. Brown, & A. Stuart Wells (Eds.), *Education: Culture, economy, society* (pp. 476-487). Oxford, UK: Oxford University Press.

Levin, H.M. & Kelley, C. (1997). Can education do it alone? In A.H. Halsey, H. Lauder, P. Brown, & A. Stuart Wells (Eds.), *Education: Culture, economy, society* (pp. 240-251). Oxford, UK: Oxford University Press.

Kohen D., Hertzman, C., Willms, J.D. (2002). The importance of quality child care. In J. D. Willms (Ed.), *Vulnerable Children: Findings from Canada's National Longitudinal Survey of Children and Youth* (pp. 261-276). Edmonton: University of Alberta Press.

Frempong, G., & Willms, J.D. (2002). Can school quality compensate for socioeconomic disadvantage? In J. D. Willms (Ed.), *Vulnerable Children: Findings from Canada's National Longitudinal Survey of Children and Youth* (pp. 277-303). Edmonton: University of Alberta Press.

Taylor, A. & Krahn, H. (2009). Streaming in/for the new economy? In C. Levine-Rasky (Ed.), *Canadian Perspectives on the sociology of education* (pp. 103-123). Don Mills, ON: Oxford Press.

#### Additional Readings:

Edgerton, J. D., Roberts, L.W., & von Below, S. (2012). Education and quality of life. In Kenneth C. Land, Alex C. Michalos, & M. Joseph Sirgy (Eds.), *Handbook of Social Indicators and Quality of Life Research*, (pp.265-296). Dordrecht, Netherlands: Springer Publishers.

### **Wk 7 (March 2) – School Reform: Assessment and Accountability**

Covaleskie, J.F. (2002). Two cheers for standardized testing. *International Electronic Journal for Leadership in Learning*, 6(2). <http://iejll.journalhosting.ucalgary.ca/iejll/index.php/iejll/article/view/432/94>

Dworkin, A.G., & Tobe, P.F. (2015). Does school accountability alter teacher trust and promote burnout? In J.H. Ballantine & J.Z. Spade (Eds), *Schools and society: A sociological approach to education* (pp.183-199). Sage: Thousand Oaks, CA.

Kamen, D.H., & McNeely, C.L. (2010). Globalization and the growth of international educational testing and assessment. *Comparative Education Review*, 54(1), 5-25.

Grodsky, E., Warren, J.R., & Felts, E. (2008). Testing and social stratification in American education. *Annual Review of Sociology*, 38, 385-404.

Volante, L. & Ben Jaafar, S. (2008). Educational assessment in Canada. *Assessment in Education: Principles, Policy and Practice*, 15(2), 201-210.

#### Additional Readings:

Torrance H. (2011). Using assessment to drive the reform of schooling time to stop pursuing the chimera? *British Journal of Educational Studies*, 59(4), 459-485.

Thrupp, M. and Hirsch, D. (2006). The Limits of Managerialist School Reform: The Case of Target setting in England and the USA. In H. Lauder, P. Brown, J. Dillabough, & A.H. Halsey (Eds.), *Education, globalization & social change*. Oxford, UK: Oxford University Press.

### **Wk 8 (March 9) – School Reform: School Choice**

Aurini, J., & Quirke, L. (2011). Does market competition increase strategic action in the private education sector? *Canadian Journal of Sociology*, 36(2), 173-197.

Apple, M. (2006). Producing inequalities: Neo-liberalism, neo-conservatism, and the politics of educational reform. In H. Lauder, P. Brown, J. Dillabough, & A.H. Halsey (Eds.), *Education, globalization & social change* (pp. 468-489). Oxford, UK: Oxford University Press.

Chubb and Moe (1997). Politics, markets, and the organization of schools. In A.H. Halsey, H. Lauder, P. Brown, & A. Stuart Wells (Eds.), *Education: Culture, economy, society* (pp. 363-381). Oxford, UK: Oxford University Press.

Davies, S. & Quirke, L. (2005). Providing for the Priceless Student: Ideologies of Choice in an Emerging Educational Market. *American Journal of Education*, 111(4), 523-547.

Levin, H.M. & Belfield, C.R. (2003). The Marketplace in education. *Review of Research in Education*, 27, 183-219.

#### Additional Readings:

Ball, S. J., Bowe, R., & Gewirtz, S. (1996). School choice, social class and distinction: the realization of social advantage in education. *Journal of Education Policy*, 11(1), 89-112.

Brown, P. (1990). The 'Third Wave': Education and the ideology of parentocracy. *British Journal of Sociology of Education*, 11(1), 65-86.

### **Wk 9 (March 16) – The School-to-Work-Transition**

Grubb, W.N., & Lazerson, M. (2009). The education gospel and vocationalism in international perspective: The promises and the limits of formal schooling. In Rupert MacLean and David Wilson (Eds.), *International Handbook of Education for the Changing World of Work, Vol. 4, Bridging Academic and Vocational Learning* (pp. 1791-1803). Berlin: Springer, for UNEVOC/UNESCO.

Livingstone, D. W. 2010. Job requirements and workers' learning: Formal gaps, informal closure, systemic limits. *Journal of Education and Work*, 23 (3), 207-231.

Brown, P. (2003). The opportunity trap: Education and employment in a global economy. *European Educational Research Journal*, 2(1), 142-180.

Lehmann, Wolfgang. (2005). Choosing to labor: Structure and agency in school-work transitions. *Canadian Journal of Sociology*, 30(3), 325-350.

Raffe, D. (2011). Cross-national differences in education-work transitions. In M. London (Ed.), *The Oxford handbook of lifelong learning* (pp. 312-328). New York: Oxford University Press.

#### Additional Readings:

Brown, P., & Lauder, H. (2010). Economic globalization, skill formation and the consequences for higher education. In M.W. Apple, S.J. Ball, & L.A. Gandin (Eds.), *The Routledge international handbook of the sociology of education* (pp. 229-240). New York: Routledge.

Brown, P., & Lauder, H. (2006). Globalisation, knowledge and the myth of the magnet economy. *Globalisation, Societies and Education*, 4(1), 25-57.

Livingstone, D.W., & Pankhurst, K.V. (2009). Prior concepts and theories of the relationship between workers and jobs. In D.W. Livingstone (Ed.), *Education & jobs: Exploring the gaps* (pp. 11-31). Toronto: University of Toronto Press.

### **Wk 10 (March 23) – The Future of Higher Education**

Brownlee, J. (2015). "The Corporate Corruption of Academic Research." In C. Fanelli and B. Evans (eds.), *Capitalism in the classroom: Neoliberalism, education and progressive alternatives*. Ottawa: Red Quill Books.

- Davies, S., & Zarifa, D. (2012). "The Stratification of Universities: Structural Inequality in Canadian and American Higher Education." *Research in Social Stratification and Mobility*, 30(2) 143-158.
- Deem, R. (2008). Unravelling the fabric of academe: The managerialist university and its implications for the integrity of academic work. In James L. Turk (Ed.), *Universities at risk: How special interests and corporatization threaten academic integrity* (pp. 256-281). Toronto: James Lorimer & Company.
- Naidoo, R., & Jamieson, I. (2006). Empowering participants or corroding learning? Towards a research agenda on the impact of student consumerism in higher education. *Journal of Education Policy*, 20(3), 267-281.
- Polster, C. (2009). The privatization of higher education in Canada. In C. Levine-Rasky (Ed.), *Canadian Perspectives on the sociology of education* (pp. 355-372). Don Mills, ON: Oxford Press.

Additional Readings:

- Brownlee, J. (2015). Hidden academics: Exposing the transformation of academic labour using access to information requests." In [editors], *Casualization of the Academy*. Toronto: Lorimer.
- Jessop, B. (2012). A cultural political economy of competitiveness and its implications for higher education. In D.W. Livingstone, & D. Guile (Eds.), *The knowledge economy and lifelong learning: A critical reader*. Boston, MA: Sense Publishers.

**Wk 11 – \*No Class – Final Term Paper Consultations**

**(By appointment during regular class timeslot)**

**Wk 12 – Final Term Paper Presentations**