



**Sociology 2144A (670)**  
**Sociology of Education**  
**Summer 2026**

**Instructor:** K. Gallinger

**Email:** [kgallin@uwo.ca](mailto:kgallin@uwo.ca)

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**Course Information**

**Calendar Description:**

A comprehensive study of educational institutions in modern society.

**Extra Information:** 3 lecture hours (Main); 2 lecture hours (King's).

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** SOCIOLOG

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**King's University College**  
**Sociology 2144A (670) Sociology of Education**  
**Summer 2026 Term May 4-June 12**  
**Online Asynchronous**

**Course Information:**

**Course Name:** SOCIOLOGY 2144B (570) Sociology of Education

**Instructor:** Katherine Gallinger PhD

**Contact Information:** kgallin@uwo.ca

**Office hours:** By Email Appointment

**Course Description:**

This course provides a comprehensive study of how education in Canada is shaped by social forces, institutions, and power relations. Students examine schools as sites where identities, inequalities, and social norms are produced and contested. Drawing on sociological theory and Canadian context, this course considers issues such as access and achievement, education policy, equity and inclusion, and the changing role of schooling in contemporary society. Emphasis is placed on understanding how education both reflects and influences broader social change.

**Course Learning Outcomes:**

At the end of this course, students will be able to:

- Interpret historical and social conditions that have shaped the development of education systems and institutions
- Compare and contrast classical and contemporary sociological perspectives on schooling and educational inequality
- Examine how social class, gender, race, and other social factors influence educational experiences and outcomes
- Examine the relationships between educational institutions and wider social structures
- Reflect on their own educational experiences in relation to key sociological concepts and theories

**Mode of Instruction: Online Asynchronous**

There are no scheduled classes for this course. Students will progress through course content and evaluations following due dates provided. This fully online course uses King's/Western's learning platform, OWL Brightspace, and other educational resources based on the needs of the course. While the course is asynchronous, there may be some synchronous activities that you will sign up for based on your own schedule, such as Office Hours and the Final Test.

This course begins on May 4, 2026, and continues until June 12, honouring all important dates derived from University approved guidelines and academic policies:

- <https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>

**Additional Online Information:**

This is a condensed online course, and students should expect a fast pace and regular weekly engagement. Each week, students will complete approximately 2–4 readings, complete a graded learning activity, and submit a graded discussion post that synthesizes the week’s materials. Because the course is condensed, consistent participation is essential, and falling behind may make it difficult to catch up. The midterm test will be held online during Week 3 of the course, and the final test will be scheduled online at the end of the course.

**Course Textbooks/Materials and Costs:****Required Text:**

Davies, Scott and Neil Guppy (2018). *The Schooled Society: An Introduction to the Sociology of Education*. Fourth Edition. Don Mills, ON: Oxford University Press.

- (This text is available for rent via SOC 2144B Custom Link, VitalSource (\$45.99 for 180 day rental) <https://www.vitalsource.com/en-ca/products/the-schooled-society-scott-davies-neil-guppy-v9780199024896>, or to purchase either the physical copy or digital copy through a vendor of your choice).

\*Additional required readings will be made available on Brightspace.

**Technology requirements:** Students will require stable high-speed internet connection.

**Methods of Evaluation:**

- Weekly Learning Activities 15%
- Weekly Discussion Posts 40%
- Midterm Test 20%
- Final Test 25%

**Weekly Learning Activities 6x 2.5% 15%**

Online Learning Activities are short, low-stakes applied activities designed to help students think critically about and engage with course materials. Learning Activities encourage ongoing engagement, reinforce key concepts, and support deeper understanding of course content. Students are expected to complete each activity by the posted deadline and demonstrate thoughtful consideration of the material rather than formal academic writing.

**Weekly Discussion Posts 4x10% 40%**

Students are required to submit a written response to the Discussion Posting prompt for four designated weekly modules. Each response should clearly engage with the questions outlined in the prompt and demonstrate careful consideration of the assigned readings and course materials. Where appropriate, students are encouraged to draw on additional scholarly sources to support their ideas. Discussion posts should be approximately 750 words and written in a clear, academic style, with proper citation and referencing.

**Midterm Test 20% and Final Test 25%**

Midterm Test will be held online at the end of Week 3 in Brightspace and consist of a combination of multiple choice and short answer questions. Final Test will consist of a combination of multiple choice, short answer, and long answer questions. The final test in this course will be scheduled at the end of the course and be available through Brightspace.

**Academic Considerations:**

- **Discussion Post Submission Grace Period:** Students are provided a 24-hour grace period to submit Weekly Discussion Post past the assignment due date without academic penalty. After the grace period has passed, late submission penalty will apply.
- **Late Submissions:** Assignments submitted after due date (or grace period for Discussion Posts) are subject to 10% penalty per day. After five days, the assignment will no longer be accepted and a grade of zero will be assigned.

**Academic Integrity:**

- *Link to Western Scholastic Discipline policy:*  
[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Use of Generative Artificial Intelligence:** Within this course, use of generative Artificial Intelligence (AI) tools (such as ChatGPT, Claude, Gemini, co-pilot, translation tools, and grammar-checking tools) is not permitted for written work submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.

**Notice of Turnitin Analysis:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

**Western's University-Wide Grade descriptors:**

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

**Online Behaviour and Intellectual Property Statement:**

All students are expected to engage online in a professional and respectful manner. This includes all interactions with peers, as well as communication between TA's or your Professor. Failure to do so will result in academic discipline and/or discipline under the Student Code of Conduct.

Recording lectures or tutorials without the explicit consent of the Professor or TA is grounds for academic discipline. Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.

**Communication with Prof/TA:**

Email: [kgallin@uwo.ca](mailto:kgallin@uwo.ca) (please include the class course number in the Subject line).

I will try to return a response within 48 business hours (Monday to Friday, 9 am to 5 pm).

## **Schedule of Classes, Readings, Assessments**

### **Week 1 (May 4): Introduction to the Sociology of Education**

#### **Required Readings:**

- Davies & Guppy (2018), Chapter One: The context for the schooled society
- Becker, R. (2019). *Key challenges for the sociology of education: Theoretical, methodological, and empirical issues*. In R. Becker (Ed.), *Research handbook on the sociology of education* (pp. 2–16)
- Robson, K. L. (2019). The structure of education in Canada. In *Sociology of education in Canada*.

**Evaluations:** Learning Activity, Discussion Post

### **Week 2 (May 11): Classical and Contemporary Approaches to Education**

#### **Required Readings:**

- Davies & Guppy (2018), Chapter Two: Classical sociological approaches to education
- Davies & Guppy (2018), Chapter Three: Contemporary sociological approaches to schooling

**Evaluations:** Learning Activity, Discussion Post

### **Week 3 (May 18)- Modern Schooling and Education Stratification, and Midterm Test**

#### **Required Readings:**

- Davies & Guppy (2018), Chapter Four: Education revolutionized: The growth of modern schooling
- Davies & Guppy (2018), Chapter Five: The Structural Transformation of Schooling: Accommodation, Competition, and Stratification

**Evaluations:** Learning Activity, Midterm Test

### **Week 4 (May 25): Education and Inequality**

#### **Required Readings:**

- Davies & Guppy (2018), Chapter Six: Unequal student attainments: Class and socioeconomic status
- Davies & Guppy (2018), Chapter Seven: Attainments by gender, race, sexuality, and other equity categories
- Robson, K. L. (2019). Structural and Social Inequalities in Schooling Chapter 7

**Evaluations:** Learning Activity, Discussion Post

### **Week 5 (June 1): Social Organization and Legitimation in Education**

#### **Required Readings:**

- Robson, K. L. (2019). Curriculum. In *Sociology of education in Canada*.
- Davies & Guppy (2018), Chapter Eight: The changing organization of school
- Davies & Guppy (2018), Chapter Nine: Curriculum: The content of schooling
- Davies & Guppy (2018), Chapter Ten: The sociology of teaching

**Evaluations:** Learning Activity, Discussion Post

### **Week 6 (June 8): Socialization: The Influence and Limits of Schooling on Students and Future Directions of Schooling and Final Test**

#### **Required Readings:**

- Davies & Guppy (2018), Chapter Eleven: Socialization: The changing influence of schools on students
- Davies & Guppy (2018), Chapter Twelve: The limits of school socialization: Competing influences on students
- Davies & Guppy (2018), Chapter Thirteen: Future directions for Canadian education

**Evaluations:** Learning Activity, Final Test

# King's University College

## General Course Policies

### 2025-2026

## **1. Academic Accommodations, Consideration for Absences**

### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [here](#).

Students are permitted one academic consideration request without supporting documentation per term per course. Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course. For further information, please see:

<https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>

### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details [https://academicsupport.uwo.ca/accessible\\_education/exams/index.html](https://academicsupport.uwo.ca/accessible_education/exams/index.html).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King’s University College:

<https://mykings.ca/intranet/app/#/student-supports-and-services>

Students experiencing emotional or mental health distress can access services at King’s University College: <https://mykings.ca/intranet/app/#/student-supports-and-services/personal-counselling>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help: <https://www.uwo.ca/health/psych/index.html>

Academic Support Services at King’s University College:

<https://mykings.ca/intranet/app/#/academics/academic-advising>

## **GBSV Support:**

King’s is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/gender-and-sexual-violence>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western’s Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://mykings.ca/intranet/app/#/student-supports-and-services/campus-safety-and-reporting/student-code-of-conduct>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [here](#).

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/OriginalityReports-TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member.

Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

## **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

## **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.