



Sociology 2144b (570)
Sociology of Education
Fall/ Winter 2025-2026

Instructor: K. Qiyomiddin

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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
SOCIOLOGY 2144B (570)
Sociology of Education
Winter 2026 Term

Instructor: Komin Qiyomiddin
Email: kqiyomi@uwo.ca
Office Hours: TBA

COURSE INFORMATION AND POLICIES

COURSE DESCRIPTION

A comprehensive study of educational institutions in modern societies. The focus of this course is on the sociological study of education in Canadian society. Applying different empirical and theoretical perspectives on education, we will do the following throughout this course:

- trace the historical development and organization of education in Canada,
- investigate patterns of educational participation and the socialization function of schools
- debate the relationship between school and work,
- analyze the role of education in the reproduction of social inequality
- learn about contemporary challenges facing education systems
- compare the Canadian education system to other systems (international)

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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.

COURSE MATERIALS

- 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 book is available through Western Libraries, for rent via [SOC 2144B Custom Link](#), or to purchase either the physical copy or digital copy through a vendor of your choice).
- In addition, other required readings (e.g., peer-reviewed articles, op-eds, analysis pieces) will be made available on Brightspace.

Support Your Learning and Well-Being

I care about your learning and overall well-being. If you are facing challenges with the course material, school, or life in general, please do not hesitate to reach out. You can email me to arrange a time to talk. If you want to chat about graduate school, I'm also happy to share experiences. I want to create a respectful, inclusive and supportive environment so that everyone feels welcomed.

COURSE POLICIES

Communication/Emails: You should contact me using your Western email address and include the course code (SOC2144b) in the subject line. I will do my best to respond within 24 hours.

Accommodations: I will do my very best to accommodate students who need it in this course. If you need an accommodation for a learning disability or anything else, please let me know as early as possible how I can help you reach your full potential in this course (see University-mandated information below).

Use of Artificial Intelligence (AI) Tools: Within this course, generative AI tools such as ChatGPT are permitted exclusively for: [e.g. information-gathering and preliminary research purposes; development of an essay outline]. If AI tools are used, students must acknowledge use and state how the tool was used. Unauthorized use of AI will be subject to academic discipline.

Electronic devices: You are welcome to use laptops or tablets for taking notes during class. However, please refrain from activities that may distract you or others (e.g., browsing social media, watching videos). The use of cellphones in class is not allowed. Let's work together to create a focused and respectful learning environment!

Student Absences and Late Policies:

Class Attendance: Students are expected to read the weekly assigned material and be prepared to contribute to class discussions.

Late Submissions: Assignments submitted after due date 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.

OVERVIEW OF EVALUATION ACTIVITIES

All written assignments are to be submitted on Brightspace.

Midterm Examination (30%) – February 25th

The exam will take place in person in our regular classroom and will last 90 minutes. It will consist of short-answer questions and at least one essay-response question. The exam will cover material from lectures, readings, and in-class discussions.

Sociological Autobiography (30%) – March 27th, due at 11:59pm

You will write a 4-5 page paper (excluding title page and bibliography) that analyzes your own educational experiences through a sociological lens. Apply at least one key theory or concept from the course to analyze a specific aspect of your K-12 or university experience. Support your essay from at least one required reading from the course syllabus and at least two peer-reviewed journal articles that are not part of the assigned course material.

Further instructions will be posted on Brightspace.

Final Exam (40%) – During April Exam Period

The exam will be two hours long and take place in person during the April exam period. It will consist of short-answer questions and at least one essay-response question. The exam is not cumulative and will cover material from lectures, readings, and discussions since the midterm exam.

Citations and Sources: Cite all sources using American Sociological Association (ASA) style. For peer-reviewed articles, prioritize general sociology journals such as *American Sociological Review*, *Social Forces*, *Canadian Review of Sociology*, or *British Journal of Sociology*. You may cite articles from other disciplines in the social sciences, but ensure the journal is reputable.

Grading

Your final grade will be based on completing the following:

Component	Weight	Due Date
Midterm Examination	30%	25-February
Sociological Autobiography	30%	27-March
Final Exam	40%	April Exam Period

COURSE SCHEDULE

Part I: Introduction

Week 1 (Jan 7th): Course Introduction

Required Readings:

- Review of syllabus and course expectations

Week 2 (Jan 14th): Setting the Context: The Schooled Society

Required Readings:

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

Week 3 (Jan 21st): 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

Part II: Selection: Inequality and Opportunity

Week 4 (Jan 28th): The Growth of Modern Schooling

Required Readings:

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

Week 5 (Feb 4th): Structure, Competition, and Stratification

Required Readings:

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

Week 6 (Feb 11th): Social Class and Educational Attainment

Required Readings:

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

February 18th: **Reading Week** (No Class)

Week 7 (Feb 25th): MIDTERM EXAMINATION

Week 8 (Mar 4th): Gender, Race, Sexuality, and Other Equity Categories

Required Readings:

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

Part III: Social Organization and Legitimation

Week 9 (Mar 11th): The Changing Organization of School

Required Readings:

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

Week 10 (Mar 18th): Curriculum and Teaching — The Content of Schooling and The Sociology of Teaching

Required Readings:

- Davies & Guppy (2018), Chapter Nine: Curriculum: The content of schooling
- Davies & Guppy (2018), Chapter Ten: The sociology of teaching

Part IV: Socialization

Week 11 (Mar 25th): Socialization — Schools' Influence on Students

Required Readings:

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

Week 12 (Apr 1st): Limits of School Socialization — Competing Influences

Required Readings:

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

Part V: Conclusion

Week 13 (Apr 8th): Future Directions for Canadian Education & Course Synthesis

Required Readings:

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

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 https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

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://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

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 (under [Special Examinations](#)).

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://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King’s University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-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/mental_wellbeing/

Academic Support Services at King’s University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

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://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing 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.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also 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://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

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

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

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 your 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/Originality Reports - 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.