



Sociology 2144a (570)
Sociology of Education
Fall/ Winter 2026-2027

Instructor: K. Gallinger
Email: kgallin@uwo.ca

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 (570)
Sociology of Education Fall 2026

Course Name: SOCIOLOGY 2144A (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 the historical and social conditions that have shaped the development of educational systems, policies, and institutions in Canada
- Compare and contrast classical and contemporary sociological theories of education to assess their explanations of schooling and educational inequality
- Examine the relationship between educational institutions and broader social structures as sites where identities, social norms, power relations, and inequalities are produced, reproduced, and contested within local, national, and global contexts
- Analyze and evaluate how social class, gender, race, Indigeneity, disability, and other intersecting dimensions of social location influence educational opportunities, experiences and outcomes, and apply sociological knowledge in ways that value and respect diverse groups and perspectives
- Critically reflect on personal educational experiences to develop sociologically informed perspectives on equity, diversity, and social change in education, while continuously examining and challenging taken-for-granted assumptions that shape human experiences and educational realities

Mode of Instruction: In-Person

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 through Brightspace.

Methods of Evaluation:

- In-Class Group Learning Activities 15%
- Sociology of Education Position Essay and Revisitation 20%
- Sociological Issue Case Study Group Paper and Debate 15%
- Midterm Test 20%
- Final Exam 30%

In-Class Group Learning Activities (6 x 2.5%) 15%

In-class Learning Activities are applied in-class activities and discussions designed to help students think critically about and apply course materials in small groups. Students must be present in class to complete these activities. There are eight scheduled in-class activities; students are assessed based on their six highest-scoring activities.

Sociology of Education Position Essay and Revisitation 20%

Students will write a reflection exploring how their personal experiences, background, and educational journey have shaped their views on education. Students will connect these experiences to relevant sociological concepts discussed in the course. At the end of the semester, students will revisit their original reflection to discuss how their understanding of education has changed drawing from course concepts and theories to support their analysis. Each submission is 750-1000 words following academic writing conventions.

Sociological Issue Case Study Group Paper and Debate 15%

Working in small groups, students will analyze a contemporary educational issue through a sociological perspective. Students will apply relevant sociological concepts, academic evidence, and counterarguments to examine how social structures shape educational experiences and outcomes. Each group will develop and defend a clear position on a selected case study in a 3 to 5-page position paper and communicate their analysis through participation in an in-class debate.

Midterm Test 20% and Final Exam 30%

The Midterm Test will be held in-class in Week 5 and consist of a combination of multiple choice and short answer questions. The Final Exam will be held during Exam period and consist of a combination of multiple choice, short answer, and long answer questions.

Academic Considerations:

- **Sociology of Education Position Essay and Revisitation Grace Period:** Students are provided a 24-hour grace period to submit the Sociology of Education Position Essay and Revisitation past the assignment due date.
- **Group Paper and Debate:** No late consideration provided for this assignment. Students are expected to be accountable to all group members to complete assignment requirements in a timely manner and adhering to due dates. Students must be present in class for the debate to receive a grade for this part of the assignment.
- **In-class Group Learning Activities:** There are a total of eight scheduled in-class activities. Students must be present in-class to complete these activities. Students can drop two lowest grades to be graded on their six highest-scoring activities. With this built in flexibility, no late submissions for these activities are accepted.
- **Late Submissions:** In addition to the above considerations, students are permitted one academic consideration request without supporting documentation per term as per King's

University College General Course Policies (does not apply to Group Paper and Debate or In-Class Learning Activities as described above).

- **Outside of these provisions, late assignments will not be accepted.**

Academic Integrity:

- *Link to Western Scholastic Discipline policy:*
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:

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

Classroom Behaviour and Intellectual Property Statement:

All students are expected to engage in class 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 (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 (September 14): Introduction to the Sociology of Education

- 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). Chapter 4: The structure of education in Canada

Week 2 (September 21): Classical Approaches To Education (In-class Learning Activity)

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

Week 3 (September 28): Contemporary Approaches to Education (In-class Learning Activity)

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

Evaluation: Sociology of Education Position Essay due October 4 11:59pm

Week 4 (October 5)- Modern Schooling and Stratification (In-class Learning Activity)

- 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

Week 5 (October 19): Midterm Test

Week 6 (October 26): Education and Inequality (In-class Learning Activity)

- Davies & Guppy (2018), Chapter Six: Unequal student attainments: Class and socioeconomic status
- Robson, K. L. (2019). Chapter 7: Structural and Social Inequalities in Schooling

Week 7 (November 2) Dimensions and Intersections of Education Inequality (In-class Learning Activity)

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

Week 8 (November 9): Social Organization and Legitimation in Education (In-class Learning Activity)

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

Week 9 (November 16): Curriculum and the Sociology of Teaching (In-class Learning Activity)

- Davies & Guppy (2018), Chapter Nine: Curriculum: The content of schooling
- Robson, K. L. (2019). Chapter 5: The Role of Curriculum
- Davies & Guppy (2018), Chapter Ten: The sociology of teaching

Week 10 (November 23): Socialization: The Influence and Limits of Schooling on Students

- 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

Week 11 (November 30): Sociological Issue in Education

Evaluations: Group Paper due November 29, 11:59pm and In-class Debate November 30

Week 12 (December 7): Future Directions for Schools (In-class Learning Activity)

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

Evaluations: Sociology of Education Reflection Revisitation due December 6, 11:59pm

***Final Exam:** Scheduled During Exam Period

**KING'S UNIVERSITY COLLEGE
GENERAL COURSE POLICIES
2026-27**

1. Academic Accommodations (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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see

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

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

3. Support Services

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

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

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

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

MentalHealth@Western provides a complete list of options on how to obtain help:

<https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

King's and Western are committed to reducing incidents of gender-based sexual violence (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts at the following website: [Mental Health and Wellness at King's](#).

You can reach supports at King's 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 (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

5. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

6. 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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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 you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools 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.

7. 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.

8. 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.

9. 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.