



ST. FRANCIS XAVIER
UNIVERSITY

SOCI 231.66

Education in Canadian Society

Fall 2020

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Instructor:

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Continuing and Distance Education



Syllabus

Course Overview

This three-credit course offers a sociological approach to the study of education in the Canadian context. Education in Canadian Society is organized around twelve lessons, each with a specific topic related to education. Lesson One begins with **classical educational theory**, looking first at some enlightenment thinkers and Mary Wollstonecraft. This lesson also incorporates the work of Émile Durkheim, who is often portrayed as the “father” of the sociology of education. Lesson Two is concerned with the **contemporary educational theories** of John Dewey, Paulo Friere, Pierre Bourdieu, and bell hooks. In Lesson three, a **socio-historical perspective of Canadian education** looks consecutively at education in seventeenth century New France, the establishments of public education in Canada, the Ontario Schools language debate which lasted almost a century, and finally, how the Quiet Revolution (1960s and 1970s) impacted educational reform in Québec. Adding to this, Lesson Four focuses on **the history of education in the Province of Nova Scotia**, starting with early Mi'kmaq education, the colonial era in the seventeenth century, the development of mass schooling and then the social issues of rural decline and subsequent school closures.

In Lesson Five, we address the process whereby teaching became a profession, or the **professionalization of teaching**. At the same time as this occurred teaching underwent a complex development where women came to dominate the profession, especially in elementary schools, a process known as the **feminization of teaching**. Lesson Six takes a **social issues** approach to two current subjects: teaching students with special needs and the prevalence of violence against teachers. In Lesson Seven, we progress to the area of social inequality in education, examining aspects of **gender inequality** in schools and the effect of **class-based inequalities** on educational achievement. Lesson Eight examines the emerging equity categories of **sexuality and transgenderism**, as well as how **mental health** issues are presenting a huge challenge to both educators and students.

Continuing with the social issues method taken in the course, Lesson Nine explores **racial and ethnic inequalities** in education, as well as the specific problems encountered by **immigrants and refugees**. In Lesson Ten we study the specialized history and context of Indigenous students by investigating the intergenerational trauma caused by the residential school experience, and the difficulties of delivering education in remote Indigenous communities. Following this, we turn to socio-economic concerns by considering education **funding and the commercialization of schooling** in Lesson Eleven. We question the Canadian approach to school finding, the thorny



topic of public funding and religious education and corporate school reform. We complete the course in Lesson Twelve with an assessment of how **technology in the classroom** can be both a boon and a burden, and how cyberbullying can have a toxic effect on the educational environment.

Course Outcomes

By the end of this course, students should be able to:

- Describe the educational theories of primary authors who created both classical and contemporary approaches to education.
- Understand the social history of education in both Canada and Nova Scotia.
- Identify the important social issues in education, such as those associated with gender inequality, race and ethnicity, and the educational history of Indigenous peoples.
- Critique how governments make education a political issue and enable the corporatization of education.
- Analyze how the new technologies are both a blessing and a curse when used in and outside of classrooms.

Course Materials

This course will provide **a required reading with every lesson**. Required readings will be provided on the Moodle homepage in PDF files alongside each lesson. Some lessons also have an extra suggested reading. Journal articles that are suggested readings are available through the STFX Angus L. Macdonald Library website under Electronic Resources. In some cases, the Library of Congress classification number will be provided.

Course Schedule

Online courses allow for some flexibility in how class time is integrated into your routine. **Nevertheless, there is a well-structured and demanding workflow to which you are expected to adhere.** This workflow is captured succinctly by the Schedule at a Glance, which you should review carefully.

The deadlines given in the Schedule should be strictly observed. Late submission of any assessment component, including a late post or reply on a discussion forum, will normally result in a grade of zero on that component.



Getting Ready

Accommodations

If you are a registered Tramble Rooms student, please send an email advising your instructor of this fact within one week of the start of the course, and copy this email to the Tramble Rooms (tramble@stfx.ca). This email should also be copied to Continuing and Distance Education (continuinged@stfx.ca), or to Distance Nursing Programs (distance.nursing@stfx.ca) if you are a nursing student. Be sure to say in your email whether you receive time-and-a-half or double-time for quizzes and exams, and specify any other accommodations you may require during the course. If you do not provide sufficient notice that you are a Tramble Rooms student, you may not get the extra time or other accommodations you need.

Moodle Tutorials

If you have never taken an online course at StFX, you should begin by reviewing the materials in the Moodle Tutorials section on Moodle. There are instructions there on getting started, posting on discussion forums, and uploading assignments.

Course Information

Before you start the first lesson, and as soon as possible after you gain access to the course, you should examine the materials posted in the Course Information section on Moodle, including this **Syllabus, the Schedule, and general reference materials**. If your instructor has posted a video introduction, you should view that, too. Be sure to click on the Announcements forum and read any announcements that your instructor has made.

Where to Go for Help

Accessibility

If you require accommodations but have not yet registered with the Tramble Rooms (tramble@stfx.ca), please contact them right away. [Click here for more information](#). Once you are registered with them, see the Getting Ready section above for additional steps you must take to ensure you get the accommodations you need.



Course-Related Questions

If you have a question about any aspect of the course, the first thing you should do after reviewing the Course Information section on Moodle is to check the *Q&A Forum*. If you are unable to find the answer, you should post your question on this forum. For more information, please see the Communication section of this Syllabus.

Skills Improvement

The Student Success Centre provides advice, tutorials, and resources that can improve your academic writing, time management, and other skills. [Click here to learn more.](#)

Enrollment Issues

If you need general help pertaining to your enrollment in this course, including assistance with registration, withdrawal, prorated refund (if eligible), and proctoring arrangements, please contact Continuing and Distance Education (continuinged@stfx.ca), or Distance Nursing Programs (distance.nursing@stfx.ca) if you are a nursing student.

Technical Help

If you need help with Moodle, please contact CDE Support (cdesupport@stfx.ca). If you encounter difficulties pertaining to your StFX email or Office 365, please contact IT Services (itservices@stfx.ca).

Course Evaluation

The table below shows the points and weighting of each assessment component of the course.

Assessment Component	Description	Points	Weighting (%)
Discussion Forums	<ul style="list-style-type: none"> standard, no groups 	30	30%
Research Paper – Educational Autoethnography	<ul style="list-style-type: none"> 5 pages plus 5 references 	30	30%
Final Exam	<ul style="list-style-type: none"> Essay-based, details to be provided later in the term. 	40	40%

Please see the Schedule for the due date of each assessment component.



Discussion Forums

During online discussions, please adhere to Internet etiquette by taking a professional approach to communication with fellow students. Each student is expected to contribute regularly to online discussions, at least once per lesson, responding to questions provided at the end of each lesson. **You must comment on the content of the assigned readings and lessons, making sure to refer to the required reading for each lesson.** The reference to the required reading must be more than a cursory sentence or a brief direct quote. You must show evidence of having read the article in the way of a meaningful synopsis in your own words. **Cite the relevant passage as you would in an academic essay using MLA style.** The online discussion postings have **individual due dates** that are posted on the left-hand side of the Course Schedule under “Dates.” There are TWELVE LESSONS in the course. The discussion postings for each lesson should be no less than **150 words**. This is the bare minimum requirement, but it is suggested you submit a robust summary of the required reading. Online discussions are **due at 11:59 Atlantic Time on the due date.**

Guidelines for Writing

Here are some things to keep in mind when writing your responses and replies:

- Due dates for both responses and replies are in the Schedule. **Late responses or replies will not be accepted!**
- In general, your posts will focus on specific points in the readings. You should strive to use the terms employed by the authors but be careful to provide in-text citations for any quotes or paraphrases of their ideas, as well as a complete reference list at the end. Note that all citations and references must be in MLA style.
- Your posts will be assessed on how well they demonstrate a solid understanding of the readings.
- You are NOT required to reply to your fellow students’ posts, but you are welcome to comment if something piques your interest.

Steps for Posting

Here is an overview of what is involved in posting your responses and replies:

- To post your response or view the responses of others, you must first click on the discussion forum link on Moodle.
- To post your response, click on the “Add a new discussion topic” button.



- To view a classmate's response, click on the title of their post.
- To post a reply to a classmate's response, hit the "reply" link that is under it.
- After you have written your response or reply, click on the "Post to forum" button.
- It is recommended that you first write each response or reply in Microsoft Word and save it on your device or OneDrive. That way, you will have a copy of your work in case your internet or server connection fails while you are writing.
- Use ctrl-c (⌘-c on a Mac) to copy your work from your Word document, and use ctrl-v (⌘-v on a Mac) to paste your work into the Message box.

Research Paper – Educational Autoethnography

Autoethnography is a contemporary method of social research, as well as a writing genre, where the 'self' is examined objectively within a specific social and cultural context. In this exercise, you are given the chance to participate in self-examination and to look at the educational experiences that have shaped your life. Autoethnography is analytical, and **not** simply a personal narrative. Usually, autoethnographies are written in the first person, and they document the self as s(he) has been impacted by history, social structure (inequality) and as a member of a culture. This exercise will combine personal narrative, relevant literature, and your own educational experience to produce a short paper. Autoethnographies can be accompanied by **artifacts** such as photographs or documents, but keep it simple, limiting them to one or two. Write a brief autoethnography using your **educational experience** that illustrates how your knowledge goes beyond an individual case study and becomes part of a social group where multiple members might have had similar experiences. **The assignment should include five (5) pages of text, double spaced, PLUS ten (5) scholarly references.** Examples of autoethnography and a tutorial will be posted on Moodle's News Forum. **MLA Style (Examples of MLA style can be found on the Moodle homepage by clicking on the Student Success Centre).** **Educational Autoethnography Due: See Course Schedule.**

***This paper will make up your midterm grade.**

Final Exam

Due to the social distancing restrictions necessitated by the COVID-19 pandemic, the final exam will be an essay-based, take-home exam, submitted by e-mail attachment in a Word document. A full set of instructions for the final exam will be provided one week prior to the exam due date. The exam due date will be announced later in the term.



Communication

There are three means of communication for this online course, namely, the *Announcements Forum*, the *Q&A Forum*, and email. Each of these means is considered in its own subsection below.

Announcements Forum

Please check the Announcements Forum regularly for important announcements from your instructor.

Q&A Forum

If you have a question, chances are that others have the same question, too. If you cannot find the answer to your question in any of the course materials (such as the Syllabus, the Schedule, the lessons, and the handouts), check the Announcements Forum and the Q&A forum to see if the answer has already been posted there. If you cannot find the answer anywhere and your question is not of a personal nature, please post your question on the Q&A forum.

Please check the Q&A forum regularly, as you may learn something that will help you in completing assignments or studying for quizzes and exams. Moreover, if you know the answer to a question posted by a classmate, please be so kind as to share your answer. The Q&A forum only works if everyone contributes to it.

Email

University policy requires that all email communication between students and faculty or staff take place using StFX email addresses. Please check your StFX account regularly for important notices from your instructor or other StFX departments, and only use your StFX account when sending an email to your instructor.

Before emailing a question to your instructor, please see the Q&A section above. Unless your question is of a personal nature, it should be posted on the Q&A forum.

Please include the course code **SOCI 231.66** and the topic in the subject line, open with a formal salutation (e.g., "Dear Dr. Smythe"), express yourself politely and respectfully, and sign the email with your full name and student number. Please do not address me as "Hey Professor..."



The instructor will try to respond to your email within 24 hours, but it could take 48 hours or longer for you to get a response on weekends and holidays, and in exceptional circumstances. Calls are not taken at home.

Course Policies

MLA Style

All written work for this course must adhere to the style of the Modern Language Association, aka “MLA Style”. For more information and examples, please refer to the Student Success Center website. A link to this website can be found on the Moodle homepage.

Academic Integrity

The highest standard of academic integrity is expected. All students must understand the meaning and consequences of academic offences such as plagiarism, cheating, tampering, and falsification. For more information, please see “Academic Integrity Policies and Procedures” (St. Francis Xavier University, 2006). [Click here to view this document.](#)

Assignment Due Dates

Assignments (including discussion forums posts) that are submitted after the due date stated in the Schedule, and for which no extension has been granted by the instructor in writing, will receive a grade of zero. Assignments for which such an official extension has been granted will be accepted up until the new due date, after which they will receive a grade of zero. Note that extensions are granted only in very serious extenuating circumstances, such as illness or a death in the family, and then only at the discretion of the instructor. In the event of a death of a family member, a death certificate or obituary notice may be required.

Exam and Quiz Dates

Final exams

As noted earlier, due to the social distancing restrictions necessitated by the COVID-19 pandemic, the final exam will be an essay-based, take-home exam.

Changes to Final Exam dates must be requested and approved through the Dean’s Office. Otherwise, a grade of zero will be given for any exam that is not submitted by the noted due date.



Successful Completion

Please refer to the section of the [Academic Calendar](#) that pertains to your program of study to find out the minimum grade you must achieve in this course to successfully complete it, as well as the academic penalties you will incur if you do not.

Withdrawal

There are deadlines for withdrawing from this course, and possible academic consequences for doing so. [Click here for more information on "Course Drop and Tuition Refund Dates"](#).

Refund Policy

You may or may not be eligible for a prorated refund should you decide to withdraw from this course. [Click here to view the StFX Refund Policy for Continuing & Distance Education](#).

References

Centre for Teaching Support & Innovation, University of Toronto. (2017). Appendix A: Examples of learning outcomes. In *Developing learning outcomes*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto. Retrieved from <https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/>

St. Francis Xavier University. (2006). Academic integrity policies and procedures [PDF file]. Antigonish, NS: St. Francis Xavier University. Retrieved from http://www2.mystfx.ca/registrars-office/sites/mystfx.ca/registrars-office/files/Academic%20Integrity-Mar_2015_0.pdf