

COURSE IMPLEMENTATION DATE: September 2006  
 COURSE REVISED IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: December 2009  
 (Six years after UEC final approval date) (MONTH YEAR)

**OFFICIAL COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	<b>SOCIAL, CULTURAL AND MEDIA STUDIES</b>	
<b>SOC 433</b>		<b>4</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
<b>Selected Topics in the Sociology of Education</b>		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

The course will allow the student to investigate a specific topic in the sociology of education. Topics covered will vary from semester to semester and may include, but are not limited to, the global economy and school-labour market transitions; the state and the restructuring of teachers' work; higher education; knowledge, curriculum and cultural politics; meritocracy and social exclusion.

Note: Students with credit for EDUC 433 cannot take this course for further credit.

PREREQUISITES: **60 credits to include at least 9 credits of Sociology (SOC 333 recommended).**  
 COREQUISITES: **None**

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: <b>EDUC 433</b> for further credit. (Course #)	_____
	(Department/Program)
	(Department/Program)

TOTAL HOURS PER TERM:	<b>60</b>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>		LENGTH OF COURSE: _____
Lectures: <b>45</b> Hrs		HOURS PER DAY: _____
Seminar: <b>15</b> Hrs		
Laboratory: _____ Hrs		
Field Experience: _____ Hrs		
Student Directed Learning: _____ Hrs		
Other (Specify): _____ Hrs		

MAXIMUM ENROLLMENT: **26**

EXPECTED FREQUENCY OF COURSE OFFERINGS: **2**

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**  Yes  No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**  Yes  No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**  Yes  No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): \_\_\_\_\_ Chairperson: \_\_\_\_\_  
 (Curriculum Committee)

Department Head: \_\_\_\_\_ Dean: \_\_\_\_\_  
 Jacqueline Nolte

UEC Final Approval Date: April 22, 2016

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

1. to gain an in-depth understanding of sociological theories of education
2. to consider and assess current research within the area
3. to apply theories to specific topics
4. to assess the consequences of laws, policies and regulations in regard to individual and societies.

**METHODS:**

Lecture, seminar, discussion, exams and written assignments

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

**METHODS OF OBTAINING PLAR:**

Examination and/or paper

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Ballantine, J.H. and J.Z. Spade, 2004. Schools and Society: A Sociological Approach to Education. Second Edition. Toronto: Thomson.

A variety of other readings will be available in a coursepack.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

The final grade in this course will be comprised of the following:

Research Paper	40%
Mid-term Exam	20%
Final Exam	30%
Participation	10%

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

This will vary depending on the topic. The example provided here is based on the topic of the State and the Restructuring of Teachers' Work

- Week 1: Course Introduction
- Week 2: Development of the Teaching Profession in Canada/BC
- Week 3: Education and the Role of the State: Citizenship
- Week 4: The Governance of Education: Restructuring of the State-Education Relationship
- Week 5: The Impact of Restructuring on the Teaching Profession: BC as a Case Study
- Week 6: Mid-term Exam
- Week 7: Teacher Training Programs: Problems and Possibilities
- Week 8: Workplace Conditions: Teacher Unions
- Week 9: Assessment, Accountability and Standards: Teaching to the Test
- Week 10: Student Success
- Week 11: Parental Power
- Week 12: Teachers: Advocates for Social Justice?
- Week 13: Conclusion.