Sociology Of Education In Canada Critical Perspectives

The sociology of childhood and youth has sparked international interest in recent years, and yet a reader highlighting Canadian work in this field has been long overdue. Filling this gap in the literature, The Sociology of Childhood and Youth in Canada brings together cutting-edge Canadian scholarship in this important and growing discipline. Thought-provoking and timely, this edited collection explores a breadth of essential topics, including research on and with children and youth, the social construction of childhood and youth, intersecting identities, and citizenship, rights, and social engagement. With a focus on social justice, the contributing authors critically examine various sites of inequality in the lives of children and young people, such as gender, sexuality, colonialism, race, class, and disability.

Encouraging further development of Canadian scholarship in the sociology of childhood and youth, this unique collection ensures that young people’s voices are heard by involving them in the research process. Pedagogical supports—including learning objectives, study questions, suggested research assignments, and a comprehensive glossary—make this volume an invaluable resource for students of childhood and youth studies in Canada.

Recognizing microaggression as an often unseen, yet pervasive issue in schools globally, this book offers critical examination of instances of aggression, hostility, and incivility in school contexts around the world. Drawing on authors’ experiences and empirical analyses, the volume puts forward practical recommendations to remedy such violence and tackle its root causes. Global Perspectives on Microaggressions in Schools brings together contributions from South Africa, Australia, Canada, and the US to explore the various forms that microaggression can take. Authors implement qualitative methodologies, personal reflection, and empirical literature to document microaggressions perpetrated by, and directed against all members of the school community, including students, teachers, school leaders, and administrators. In doing so, they highlight ongoing issues including xenophobia, sexual violence, and prejudice against gifted students, LGBTQ, refugee, and indigenous communities. Looking forward, the volume proposes practical ways to undermine such prejudices and prevent the occurrence of microaggressions through effective training, policy, leadership, and student agency. Given its rigorous approach and attention to widespread issues of school violence, this book will be a timely resource for scholars, researchers, and academics with an interest in the sociology of education, educational leadership, school culture, student well-being, and inclusive education. In addition, school leaders, administrators, and pre- and in-service educators may find benefit from reading this volume.

The Routledge International Handbook of the Sociology of Education examines the ways in which the sociology of education has responded to these two political agendas, addressing a range of issues which have come to the fore in the wake of the global financial crisis. The handbook brings together leading international scholars in the field, with a clear articulation by the state of its requirements of education. The second promotes at least the appearance of greater autonomy on the part of educational institutions in the delivery of those requirements. The handbook is missing some of the images found in the physical edition.

This book addresses major sociological issues in sub-Saharan African education today. Its fourteen contributors present a thoroughly African world-view within a sociology of education theoretical framework, allowing the reader to see where that theory is relevant to the African context and where it is not. Several of the chapters bring a much-needed cultural nuance and critical theoretical perspective to the issues at hand. The sixteen chapters thus aim to be of interest internationally, to those who work in such fields as social and political foundations of comparative and international education, and development studies, including university professors, teacher educators, researchers, school teachers, tertiary education students, consultants and policy makers. This collection brings together many of the world’s leading sociologists of education to explore and address key issues and concerns within the discipline. The thirty-seven newly commissioned chapters draw upon theory and research to provide new accounts of contemporary educational processes, global trends, and changing and enduring forms of social conflict and social inequality. The research, conducted by leading international scholars in the field, indicates that two complexly interrelated agendas are discernible in the heat and noise of educational change over the past twenty-five years. The first rests on a clear articulation by the state of its requirements of education. The second promotes at least the appearance of greater autonomy on the part of educational institutions in the delivery of those requirements. The Routledge International Handbook of the Sociology of Education examines the ways in which the sociology of education has responded to these two political agendas, addressing a range of issues which cover three key areas: perspectives and theories social processes and practices inequalities and resistances. The book strongly communicates the vibrancy and diversity of the sociology of education and the nature of ‘sociological work’ in this field. It will be a primary resource for teachers, as well as a title of major interest to practising sociologists of education.

In the Trenches explains the process of becoming a better teacher, from tips on writing a syllabus to the first day of class to assessment. The authors focus on teaching techniques based on extensive research and decades of classroom experience, guiding readers through significant changes in pedagogy and technology. It includes suggested exercises, online resources, and new ways to connect with students. In the Trenches is the perfect resource for both new teachers who don't know where to begin and experienced professors looking to improve their students' experiences and learning abilities in the classroom.

The first of its kind, this handbook synthesizes major advances in the sociology of education over the past several decades. It incorporates both a systematic review of significant theoretical and empirical work and challenging original contributions by distinguished American, English, and French sociologists. In his introduction, John G. Richardson traces the development of the sociology of education and reviews the important classical European works in which this discipline is grounded. Each chapter, devoted to a major topic in the field, provides both a review of the literature and an exposition of an original thesis. The inclusion of subjects outside traditional sociological concern--such as the historical foundations of education and the sociology of special education--gives an interdisciplinary scope that enhances
the volume's usefulness.

In 1971 Canada was the first nation in the world to establish an official multiculturalism policy with an objective to assist cultural groups to overcome barriers to integrate into Canadian society while maintaining their heritage language and culture. Since then Canada's practice and policy of multiculturalism have endured and been deemed as successful by many Canadians. As well, Canada's multiculturalism policy has also enjoyed international recognition as being pioneering and effectual. Recent public opinion suggests that an increasing majority of Canadians identify multiculturalism as one of the most important symbols of Canada's national identity. On the other hand, this apparent successful record has not gone unchallenged. Debates, critiques, and challenges to Canadian multiculturalism by academics and politicians have always existed to some degree since its policy inception over four decades ago. In the current international context there has been a growing assault on, and subsequent retreat from, multiculturalism in many countries. In Canada debates about multiculturalism continue to emerge and percolate particularly over the past decade or so. In this context, we are grappling with the following questions: What is the future of multiculturalism and is it sustainable in Canada? How is multiculturalism related to egalitarianism, interculturalism, racism, national identity, belonging and loyalties?

What role does multiculturalism play for youth in terms of their identities including racialization? How does multiculturalism play out in educational policy and the classroom in Canada? These central questions are addressed by contributions from some of Canada's leading scholars and researchers in philosophy, psychology, sociology, history, education, religious studies, youth studies, and Canadian studies. The authors theorize and discuss the debates and critiques surrounding multiculturalism in Canada and include some very important case studies.

Despite decades of multicultural education policies, cultural minorities and the peoples of the First Nations continue to be marginalized in Canadian schools. In Education and the Politics of Difference, authors Ratna Ghosh and Ali A. Abdi expose the problematic constructions of difference in schooling contexts, where differences are either treated as surface issues that do not affect the lives of learners, or superficially celebrated in terms that do not powerfully relate schools in that society. This revised and expanded second edition engages the broad theories of multicultural and inclusive education, and provides case studies of Canadian multicultural education policies, such as the unique situation of Aboriginal education. With this discussion of how differences of race, class, gender, sexuality, and other differences are viewed—particularly in a post-9/11 world—this book extends the possibilities of a more open-minded global understanding and appreciation of difference. The book closes with a discussion of the future of multicultural and inclusive education, envisioning a school system where differences are normalized and seen as a fundamental human trait essential for social and human well-being.

What happens to the liberal arts and science education when universities attempt to sell it as a form of job training? In Lowering Higher Education, a follow-up to their provocative 2007 book Ivory Tower Blues, James E. Côté and Anton L. Allahar explore the subverted 'idea of the university' and the forces that have set adrift the mission of these institutions. Côté and Allahar connect the corporatization of universities to a range of contentious issues within higher education, from lowered standards and inflated grades to the overall decline of Humanities, Social Sciences, and Natural Sciences instruction. Lowering Higher Education points to a fundamental disconnect between policymakers, who may rarely set foot in contemporary classrooms, and the teachers who must implement their educational policies—which the authors argue are poorly informed—on a daily basis. Côté and Allahar expose stakeholder misconceptions surrounding the current culture of academic disengagement and supposed power of new technologies to motivate students. While outlining what makes the status quo dysfunctional, Lowering Higher Education also offers recommendations that have the potential to revitalize liberal education.

This volume documents the experiences of international students and recent international initiatives at US community colleges to better understand how to support and nurture students' potential. Offering a range of case studies, empirical and conceptual chapters, the collection showcases the unique curricula and diverse opportunities for career development that colleges can offer international students. International Students at US Community Colleges addresses issues of student access, enrolment barriers, college choice, and challenges relating to integration in academic and professional networks. Ultimately, the book unpacks institutional factors which inhibit or promote the success of international students at US community colleges to inform faculty, student affairs, administration, and institutional policy. With international students' declining enrollment, this book considers the measures being taken by community college officials to bring continued access and equity to international students. Offering insights from a range of international scholars as well as on-the-ground case studies, this text will benefit researchers, academics, and educators with an interest in multicultural education, international and comparative education, and higher education management. Those specifically interested in educational policy and the sociology of education will also benefit from this book.

In this revised and updated second edition of The Sociology of Education in Canada, Terry Wotherspoon traces the historical development and organization of Canadian education, and describes sociological theories and analysis of education.

While providing a rock-solid foundation of sociology, Introduction to Sociology: Canadian Version, by renowned sociologists George Ritzer and Neil Guppy, illuminates traditional sociological concepts and theories, as well as some of today's most compelling social phenomena: Globalization, consumer culture, and the Internet. Ritzer and Guppy bring students into the conversation by bridging the divide between the outside world and the classroom. The international version of the book by Ritzer has been redesigned with an explicitly Canadian core. The result is this compelling Canadian version featuring George Ritzer's distinctive voice and style blended with Neil Guppy's definitive views on Canadian sociology—highlighting the place of Canada in a globalizing world.

The Credential Society is a classic on the role of higher education in American society and an essential text for understanding the reproduction of inequality. Controversial at the time, Randall Collins's claim that the expansion of American education has not increased social mobility, but rather created a cycle of credential inflation, has proven remarkably prescient. Collins shows how credential inflation stymies mass education's promises of upward mobility. An unacknowledged spiral of the rising production of credentials and job requirements was brought about by the expansion of high school and then undergraduate education, with consequences including grade inflation, rising educational costs, and misleading job promises dangled by for-profit schools. Collins examines medicine, law, and engineering to show the ways in which credentialing closed these high-status professions to new arrivals. In an era marked by the devaluation of high school diplomas, cut-rate about the value of expensive undergraduate degrees, and the proliferation of new professional degrees like the MBA, The Credential Society has more than stood the test of time. In a new preface, Collins discusses recent developments, debunks claims that credentialization is driven by technological change, and points to alternative pathways for the future of education.

Close Relations focuses on families in terms of what they do rather than the shape they take. Fully updated for the fifth edition, this text continues to provide a focus on applications and theory: what works for families, as well as individuals, and for society, with a special focus on the variations in family processes, forms, and structures. Drawing on the experiences of educators from across Canada, this collection of case studies encourages students to use perspectives from history, philosophy, and sociology of education as conceptual lenses for analyzing each case. By learning to employ these lenses, students will gradually develop the skills they need to handle the challenges and uncertainties they will encounter in classrooms throughout their careers.

This collection of original essays examines the complex relationship between schooling and society.
How do children of immigrants from countries in sub-Saharan Africa negotiate multiple identities as Black, as African, and as Canadian?

Published in partnership with the Canadian Sociological Association (CSA), Reading Sociology offers students a wide-ranging and accessible overview of current sociological research in Canada. With over 65 expertly-edited selections by both well-known and up-and-coming CSA members, the reader is organized into 16 thematic parts that explore the main areas of sociological inquiry—from inequality, education, and deviance to politics and mass media. This third edition is composed entirely of new readings and includes a brand new cross-referencing guide to help instructors and students make conceptual connections between the readings.

In recent decades, sociology of education has been dominated by quantitative analyses of race, class, and gender gaps in educational achievement. And while there’s no question that such work is important, it leaves a lot of other fruitful areas of inquiry unstudied. This book takes that problem seriously, considering the way the field has developed since the 1960s and arguing powerfully for its renewal. The sociology of education, the contributors show, largely works with themes, concepts, and theories that were generated decades ago, even as both the actual world of education and the discipline of sociology have changed considerably. The moment has come, they argue, to break free of the past and begin asking new questions and developing new programs of empirical study. Both rallying cry and road map, Education in a New Society will galvanize the field.

Bringing together fourteen contemporary readings, Education and Society: Canadian Perspectives offers a snapshot of sociological research at the forefront of educational debates, developments, and reform trends in this country today. Informed by an overarching concern with issues of equity and equality, this collection examines the experiences and outcomes of various social groups in schooling in Canada, highlighting the barriers faced by some and advantages faced by others. It looks closely at how specific dimensions of inequality—such as class, race, and gender—inform school experiences while also investigating issues surrounding the possibilities and pitfalls of educational reform. Featuring quantitative and qualitative studies on topics ranging from achievement gaps to single-gendered schooling, this compelling volume introduces students to the diversity of topics studied by Canadian sociologists of education today and to the range of theoretical and methodological approaches these scholars use to conduct their research.

Education as a process through which a society’s way of life is transmitted to the incoming generation is interactive and takes place under different environments. Fundamentals of Sociology of Education with Reference to Africa is about processes, practices, and agencies involved in socialisation and education, particularly the ways in which schools, through their teachers, curricula and organisation, influence the young. Lucy W. Kibera is an Associate Professor of Sociology of Education at the University of Nairobi. She holds a PhD and a Master of Education from Kenyatta University; a Bachelor of Arts (Philosophy) and a Bachelor of Arts (Psychology), York University, Canada; and a Bachelor of Education, Makerere University, Uganda. She has authored several children’s books and has served as Chairperson of Department of Educational Foundations, University of Nairobi and Dean, School of Education, University of Nairobi. Angnes Kimokoti has a PhD in Sociology of Education from Kenyatta University, Nairobi. She was a senior lecturer in the Department of Educational Foundations, Faculty of Education, University of Nairobi 1997-2002.

Sociology of Adolescence is a second- or third-year course, examining the social definitions of adolescence in cross-cultural and historical perspectives. In their previous examination of the Sociology of Adolescence in a book titled, Generation On Hold (1994), the authors observed the increasingly prolonged transitional period between the dependency of childhood and the independence of adulthood caused by diminished workplace opportunities. Critical Youth Studies now expands upon that topic using clear evidence of this trend and its troubling consequences. Not only in Canada, but also in virtually every advanced industrialized country in the world, the full cohort transition now spans the ages of 15 to 30. Young people constitute a disadvantaged group in need of special academic and policy attention, whether they go on to higher education or complete high school or less. What lies behind the growing inequalities among age cohorts? Should it be taken for granted as the "new normal"? This book presents a focused argument that challenges complacency and provides a model for critical thinking on these issues.

Series: a href="http://www.oup.com/us/"Themes in Canadian Sociology"aExploring how education plays a significant role in both modern society and our development as social beings, this text applies classical and contemporary theoretical approaches to study the relationship between school and society. Featuring a Canadian focus and up-to-date statistics and research, The Schooled Society offers a comprehensive examination of schooling at all levels from a sociological perspective.

Some of the most prominent sociologists working in education today have collaborated to address a wide range of empirical and theoretical issues. Adopting an international perspective, this book foregrounds cutting-edge research that highlights both the diversity and complexity of understanding education in society.

Understanding Sociological Theory for Educational Practices introduces readers to the contemporary classroom through the lens of sociological theory. By compelling readers to think critically and reflexively this book helps future teachers create a welcoming and equitable learning environment for all students. This edition has been updated to include the latest research and resources, including links to the Australian Professional Standards for Teachers (APST) to help readers connect the theory with their practice. Learning is supported through pedagogical features including key terms, case studies, end-of-chapter reflection questions and recommended resources. A new companion website features a curated suite of reading materials, extension questions and links to online resources. Understanding Sociological Theory for Educational Practices is an essential resource that enables teachers to confidently navigate the topics of diversity, disadvantage, discrimination and marginalisation in a range of educational contexts.

The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society. The field draws contributions from education, sociology, human development, family studies, economics, politics and public policy. Sociology of Education: An A-to-Z Guide introduces students to the social constructions of our educational systems and their many players, including students and their peers, teachers, parents, the broader community, politicians and policy makers. The roles of schools, the social processes governing schooling, and impacts on society are all critically explored. Despite an abundance of textbooks and specialized monographs, there are few up-to-date reference works in this area. Features & Benefits: 335 signed entries fill 2 volumes in print and electronic formats, providing the most comprehensive reference resource available on this topic. Cross-References and Suggestions for Further Reading guide readers to additional resources. A thematic "Reader's
Guide” groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which also includes a comprehensive index of search terms, facilitating ease of use by both on-campus students and distance learners. A Chronology provides students with historical perspective on the sociology of education. THINK Currency. THINK Issues. THINK Relevancy. THINK Sociology. With an engaging visual design and just 15 chapters, THINK Sociology is the Australian Sociology text your students will want to read. This text thinks their thoughts, speaks their language, grapples with the current-day problems they face, and grounds sociology in real world experiences. THINK Sociology is informed with the latest research and the most contemporary examples, allowing you to bring current events directly into your unit with little additional work.

The Routledge Handbook to Sociology of Music Education is a comprehensive, authoritative and state-of-the-art review of current research in the field. The opening introduction orients the reader to the field, highlights recent developments, and draws together concepts and research methods to be covered. The chapters that follow are written by respected, experienced experts on key issues in their area of specialisation. From separate beginnings in the United States, Europe, and the United Kingdom in the mid-twentieth century, the field of the sociology of music education has and continues to experience rapid and global development. It could be argued that this Handbook marks its coming of age. The Handbook is dedicated to the exclusive and explicit application of sociological constructs and theories to issues such as globalisation, immigration, post-colonialism, inter-generational musicking, socialisation, inclusion, exclusion, hegemony, symbolic violence, and popular culture. Contexts range from formal compulsory schooling to non-formal communal environments to informal music making and listening. The Handbook is aimed at graduate students, researchers and professionals, but will also be a useful text for undergraduate students in music, education, and cultural studies.

This book was inspired by the inaugural National Roundtable on Environmental and Sustainability Education in Canadian Faculties of Education (Roundtable 2016), which took place June 14-16, 2016, at Trent University in Peterborough, Ontario. Roundtable 2016 brought together over seventy participants from across Canada, including educators, researchers, policy-makers, consultants, and community organizations. Over the course of three days, participants took part in keynote addresses, research colloquia, networking socials, and collaborative inquiry activities focused on Environmental Sustainability Education in Teacher Education (ESE-TE). Roundtable 2016 resulted in the publication of a National Action Plan containing action-oriented recommendations for enhancing ESE-TE, and a position statement titled “The Otonabee Declaration,” where delegates articulated their views regarding environmental degradation, the critical need for enhancing ESE-TE, and, the role educators, children, youth, educational institutions, policy makers, and Indigenous communities play in enhancing ESE-TE in Canada. This volume concludes with a discussion placing current Canadian ESE-TE theory and practice within an international context.

Nearly the whole of America’s partisan politics centers on a single question: Can markets solve our social problems? And for years this question has played out ferociously in the debates about how we should educate our children. From the growth of vouchers and charter schools to the implementation of No Child Left Behind, policy makers have increasingly turned to market-based models to help improve our schools, believing that private institutions—because they are competitively driven—are better than public ones. With The Public School Advantage, Christopher A. and Sarah Theule Lubienski offer powerful evidence to undercut this belief, showing that public schools in fact outperform private ones. For decades research showing that students at private schools perform better than students at public ones has been used to promote the benefits of the private sector in education, including vouchers and charter schools—but much of these data are now nearly half a century old. Drawing on two recent, large-scale, and nationally representative databases, the Lubienskis show that any benefit seen in private school performance now is more than explained by demographics. Private schools have higher scores not because they are better institutions but because their students largely come from more privileged backgrounds that offer greater educational support. After correcting for demographics, the Lubienskis go on to show that gains in student achievement at public schools are at least as great and often greater than those at private ones. Even more surprising, they show that the very mechanism that market-based reformers champion—autonomy—may be the crucial factor that prevents private schools from performing better. Alternatively, those practices that these reformers castigate, such as teacher certification and professional reforms of curriculum and instruction, turn out to have a significant effect on school improvement. Despite our politics, we all agree on the fundamental fact: education deserves our utmost care. The Public School Advantage offers exactly that. By examining schools within the diversity of populations in which they actually operate, it provides not ideologies but facts. And the facts say it clearly: education is better off when provided for the public by the public.

What purpose should the university serve? What are the true callings of academics? In Academic Callings, prominent Canadian scholars tackle these big questions and provide a timely survey of the state of the Canadian university. With so much current interest in the university's role in the economy, and so much emphasis on research tied to funding opportunities, this volume seeks to revive the idea of the university as it has been and could be again: a democratic institution committed to advancing critical thought and serving the public interest. With contributions from diverse disciplines -- Classics to biology, nursing to sociology -- Academic Callings aims to provoke a wide-ranging conversation, one that concerns everyone, whether as members of academic communities or as citizens. Contributors include Joel Bakan, George Sefa Dei, Barbara Godard, Paul Hamel, Dorothy Smith, Nasrin Rahimieh, Andrew Wernick, and more than twenty others.

Introduction to Sociology 2e adheres to the scope and sequence of a typical, one-semester introductory sociology course. It offers comprehensive coverage of core concepts,
foundational scholars, and emerging theories, which are supported by a wealth of engaging learning materials. The textbook presents detailed section reviews with rich questions, discussions that help students apply their knowledge, and features that draw learners into the discipline in meaningful ways. The second edition retains the book's conceptual organization, aligning to most courses, and has been significantly updated to reflect the latest research and provide examples most relevant to today's students. In order to help instructors transition to the revised version, the 2e changes are described within the preface. The images in this textbook are grayscale. Authors include: Heather Griffiths, Nathan Keirns, Eric Strayer, Susan Cody-Rydzewski, Gail Scaramuzzo, Tommy Sadler, Sally Vyain, Jeff Bry, Faye Jones

This wide-ranging handbook provides a comprehensive overview of the field of education as viewed from a sociological perspective. Experts in the area present theoretical and empirical research on major educational issues and analyze the social processes that govern schooling, and the role of schools in and their impact on contemporary society. A major reference work for social scientists who want an overview of the field, graduate students, and educators.

Seasonal Sociology offers an engrossing and lively introduction to sociology through the seasons, examining the sociality of consumption practices, leisure activities, work, religious traditions, schooling, celebrations and holidays.

Sociology of Education in Canada utilizes a contemporary theoretical focus to analyze how education in Canada is affected by pre-existing and persistent inequalities among members of society. It presents the historical and cultural factors that have shaped our current education system, examines the larger social trends that have contributed to present problems, discusses the various interest groups involved, and analyzes the larger social discourses that influence any discussion of these issues. To achieve this, Karen Robson uses many current, topical, and relatable issues in Canadian education to ensure that readers fully comprehend the information being presented and leave with an appreciation of how the sociology of education is inextricably linked to issues of stratification.

This is the first handbook to cover the sociological approaches to higher education. It is timely because of global expansions of mass higher educational systems, especially as these systems come under scrutiny by a variety of stakeholders. Questions are being raised about the value of traditional pedagogies along with calls for efficiency, accountability and cost-reduction, but above all job training. Within this neoliberal context, each chapter examines different sociological aspects of, and debates about, educational institutions as status-conferring organizations, with myriad positional characteristics, experiences, and outcomes. Many current debates concern the legitimacy of the statuses conferred, including the continuing debate regarding the role of universities in legitimating social class reproduction as well as more recent concerns about standards in mass systems. This handbook puts these issues and debates in focus in ways that will be of interest to a variety of stakeholders, within academia as well as in policy circles.

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