

DOCUMENTARY FILM

- Seshie, A. Z. (Producer & Director). (2017, December). *Girls Education in Ghana: The Voices from Within* [Video file]. Retrieved from https://www.youtube.com/watch?v=5ADd6Um_HhA&t=1763s

Class Format

This course is asynchronous. That means there would be no live classes because of different time zones and access to reliable internet. There would be weekly lecture uploads on the course page highlighting critical areas of the course material and related resources. The weekly lecture would be audio lectures with PowerPoint slides that summarize the key points raised in the readings. The lectures are not going to be a substitute for readings; hence all students are expected to do the readings and post their individual reflections on the weekly discussion board (see Discussions List on the course page). Online participation by students on the Course Discussion Forum is required and would be evaluated and graded.

Course Evaluation – Overview

1. Weekly post by students – 30% On-going
2. Multiple-choice online quizzes – 30%
3. Midterm Comparative Essay – 20 %
4. Final Exam – 20%

Course Evaluation – Details

Weekly post by students (30%), On-going

Every week, students are expected to post their reflections on the Discussion Forum after reading the course material assigned for that week. The post should refer to assigned readings and external sources related to the weekly topic. Students are also expected to comment on the reflections posted by their cohorts (minimum of 2 comments). Please, when commenting on a post by classmates, do so in a respectful manner/ tone. The individual reflections and comments can include personal and professional experiences. **A total of 10 reflections** is expected of each student. Each post (including comments on other posts) is worth 3 marks (10 x 3= 30%)

Multiple-choice online quizzes (30%), due October 8, November 12, and December 3, 2020.

Students will take three different multiple-choice online quizzes during the course. Students will answer 10 questions in each quiz. The quizzes will be taken online within an allotted time on the dates outlined above. The quizzes are noncumulative and will focus on content from the readings before the due date. There are no make-up quizzes,

so all students are encouraged to take the online quiz on the stipulated date and time. The course instructor will provide further information during the term.

Midterm Comparative Essay (20%), due November 2, 2020

The term paper will be a 2-page comparative paper highlighting the key differences in the experiences of gender and education in Canada and Ghana. The resources for the paper include the course textbook (Chapter 8) and the documentary film on Girls Education in Ghana (**See Required Materials and Texts for video link**). Students are expected to highlight three differences in how gender inequity in education manifests in Ghana and Canada. The Essay should have clarity in idea presentation and be concise. A suggested format for the essay: Introduction (1 paragraph), three gender differences (1 paragraph for each gender difference to be discussed), and conclusion (1 paragraph). The goal is to get students to learn how to synthesize their ideas, develop clear points and connect these points in a coherent manner.

Please Note: The paper should be 2 pages in length (not including the bibliography and title page) and typed in a double-spaced format. The reference page and in-text citations should follow the APA style.

Final Exam (20%), December 15, 2020

The Final Exam will consist of four short essay questions. **Students are expected to answer only two questions.** The Final Exam consists of two short answers (approximately 250 to 300 words each) that incorporate the application of key concepts from the chapters discussed during the course. The exam questions can be accessed online on December 15 at 9 am. Students have a window period of 7 hours to complete the final Exam and upload the exam paper on the course page (under Assignments). **The Final Exam will be noncumulative, and the course instructor will provide selected chapters for the exam preparation.** The course instructor will give more information two weeks to the Final Exam.

Weekly Course Schedule and Required Readings

Week 1 (September 8 &10)

September 08 – Introduction of syllabus and course content

Readings: Course outline

Notes: All students are expected to read the course outline and seek clarification on any aspect they do not understand. Students should also get started on reading Chapter 1 of the assigned text.

September 10 – The Sociological Analysis of Education

Readings: Chapter 1

Notes: Key reading area – The Sociological Understanding of Educational Problems

Week 2 (September 15 & 17)

September 15 – The Sociological Analysis of Education

Readings: Chapter 1

Notes: Key reading areas – Sociology and Its Relation to Other Disciplines, and The Nature of Sociological Inquiry

September 17 – The Sociological Analysis of Education

Readings: Chapter 1

Notes: Key reading area – Emerging Directions in the Critical Analysis of Education

Week 3 (September 22 & 24)

September 22 – Sociological Theories of Education

Readings: Chapter 2

Notes: Key reading areas – Structural Functionalism, and Theories of Social Order

September 24 – Sociological Theories of Education

Readings: Chapter 2

Notes: Key reading areas – Interpretative Analysis of Schooling, and Critical Analysis

Week 4 (September 29 & October 1)

September 29 – Historical Dimensions of Canadian Education

Readings: Chapter 3

Notes: Key reading area – The Historical Development of Education in Canada

October 01 – Historical Dimensions of Canadian Education

Readings: YouTube video

Notes: Exploring the history of public education and the experiences of Aboriginal peoples in Canada

Week 5 (October 6 & 8)

October 6 – The Structure of Canadian Education Systems

Readings: Chapter 4

Notes: Key reading areas – An Overview of Educational Activities in Canada, and School Choice: Education as a consumer Market

October 8 – The Structure of Canadian Education Systems

Readings: Chapter 4

Notes: Key reading areas – The Governance and Financing of Canadian Education, and Comparative Educational Growth. **Quiz 1 (10 multiple-choice questions covering chapters 2, 3 & 4)**

Week 6 (October 13 & 15)

Mid-term recess

Week 7 (October 20 & 22)

October 20 – The Process of Schooling

Readings: Chapter 5

Notes: Key reading areas – The Multi-faceted Nature of Educational Practices, and The Contribution of Schooling to the Development of Human Subjects

October 22 – The Process of Schooling

Readings: Chapter 5

Notes: Key reading area – Regulation and Resistance in Schooling

Week 8 (October 27 & 29)

October 27 – The Process of Schooling

Readings: Chapter 5

Notes: Key reading areas – Streaming, Official Knowledge, and Hegemony

October 29 – The Process of Schooling

Readings: Chapter 5

Notes: Key reading areas – Silencing in Educational Processes, and Student Response and Resistance

Week 9 (November 3 & 5)

November 3 – Educational Opportunity and Social Reproduction

Readings: Chapter 8

Notes: Key reading areas – The Nature and Causes of Social Inequality in Canada, Educational Opportunity, and Social Inequality, Dimensions of Educational Inequality, Gender, and Racial and Ethnic Minorities

November 5 – Educational Opportunity and Social Reproduction

Readings: Chapter 8 and Documentary Film (*Girls Education in Ghana: The Voices from Within* [See Required Materials and Texts for video link])

Notes: Key reading areas – Aboriginal People, Social Class, Disabilities and Regional Inequality

Week 10 (November 10 & 12)

November 10 – Teachers and Teaching

Readings: Chapter 6

Notes: Key reading areas – Teachers and Teaching in Canada, Teaching as a Profession and Gender, Diversity, and Teaching

November 12 – Teachers and Teaching

Readings: Chapter 6

Notes: Key reading area – Proletarianization and Intensification of Teaching

Week 11 (November 17 & 19)

November 17 – Schooling and Work

Readings: Chapter 7

Notes: Key reading areas – Contemporary Demands for Educational Reform: The “Mismatch” between Schooling and Jobs, and The Relationship between Schooling and Work

November 19 – Schooling and Work

Readings: Chapter 7

Notes: Key reading area – The Contributions of Schooling to Work and the Economy. **Quiz 2 (10 multiple-choice questions covering chapters 5 & 6)**

Week 12 (November 24 & 26)

November 24 – Schooling and Work

Readings: Chapter 7

Notes: Key reading areas – Discontinuities in Relationships among Schooling, Work, and Economic Activity, and Education and Work in Canada

November 26 – Schooling and Work

Readings: YouTube Video

Notes: Exploring the relationship between a college or university education and work and success.

Last Week (December 1 & 3)

December 1 – Contemporary Educational Challenges and Reforms

Readings: Chapter 9

Notes: Key reading areas – Education, Risk and Social Change, Understanding Conflicting Visions of Educational Reform, and Educational Quality and Accountability

December 3 – Contemporary Educational Challenges and Reforms

Readings: Chapter 9

Notes: Key reading areas – Education and Digital Resolutions, Education and Social Diversity, and Risk and Empowerment: Education in the Global Context.

Quiz 3 (10 multiple-choice questions covering chapters 7 & 9)

Course Policies

Submission of Assignments

There are no make-up quizzes. Students are expected to take their online quizzes by 5 pm on the scheduled date (See section on **Weekly Course Schedule and Required Readings**). The same rule applies to the term paper and the Final Exam.

Late Assignments

Late work will NOT be accepted unless submitted with proper documentation. Similarly, requests for a make-up test will only be granted with proper documentation. Incomplete assignments and tests will be assigned a grade of “0” until acceptable documentation is provided, and the work is completed. Late assignments will be penalized 10% per day.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](#) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster

account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

<https://www.macvideo.ca/channel/Faculty%2Bof%2BSocial%2BSciences%2B-%2BInstructional%2BSupport%2BVideos/168494501>