

Sociology 3060: Sociology of Education Maymester 2009

Instructor: Dr. Linda Renzulli

Class Schedule: Monday-Friday 9:30 to 12:30 Baldwin 311

Office hours: Tuesday after class and by appointment (Baldwin 214C)

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The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Objectives

The title of the course is *Sociology of Education* and thus the overall framework emphasizes history, theory, and practice of education in the United States. Through readings, discussion, and lecture I will introduce you to theories and concepts dealing with schools and society.

I have three objectives for this course:

1. To provide an introduction to historical and current sociological perspectives on education.
2. To help you understand the dynamics and interactions between society and schools.
3. To challenge you to develop and apply a personal and coherent perspective on education to your current and prospective educational settings by drawing upon the material we read and discuss. (We all have stories about our education and though they will be useful in this course, I hope that our “stories” will become more informed by the readings).

Class format

If you don't like active class work or want to be anonymous this is NOT the class for you.

Most of our time will be spent in **discussion or structured activities**. I expect that all of you will participate in class discussion. Because I will rarely lecture, your participation in the class is imperative for understanding course concepts and readings. The reading may be heavy at times. Please look at the syllabus now to determine if you can handle the reading and participation load. If this semester is too busy for you, you might want to shop around for a different class. Education and schools are not unfamiliar topics to any of us – what you have to add to the class discussions is valuable and important. In sum, read, prepare, and discuss!

Getting in Touch/Staying in Touch

I am available to discuss problems, questions, and concerns throughout the semester. I expect that if you have a problem that you will let me know before it is too late. We can resolve most problems as long as there is enough time to do so. I check email frequently. Excuses the day of an exam or due date will not be looked upon favorably and may not be heard.

In addition, webct will be a valuable tool during the semester. Consider it as important as a textbook and coming to class. The use of the web ct is required – it is NOT optional. I will post readings, course notes, assignments, class business, reminders etc. there.

Requirements

A. Preparation

In the absence of well-informed discussion and debate, even the most interesting material can quickly become tedious. None of us want to be bored. Thus, we all need to come to class every day, prepared to contribute to class discussion and activities. Readings are due the day they appear on the syllabus. That is, I expect a required reading under the date of 5/14, for example, to have been read for class on May 14th. Maymester is a short session and thus pace is very quick. Be sure to stay on top of the readings and come to class.

Readings:

All readings will be available on webct for you to download. It is your responsibility to make sure you have all the readings before class. I suggest you either download all the readings now as to ensure there are no problems during this short semester.

Web notes: Notes are generated through class discussion and are NOT a substitute for class. I post notes and questions so that class time can be spent in discussion instead of with your heads down furiously writing notes. **If 25% or more students are absent from class- I will not post notes for that class and you will be responsible for taking your own notes.** I will let you know if notes will be on the web within the first 5 minutes of each part of class. Since we will have a short break, I will assess attendance after break to ensure 75% have remained in class for the second half. Notes will be posted in two segments based on attendance.

Preparing for this class on a daily basis generally means:

1. Doing the reading carefully and being able to recognize the main point of each selection you read.
2. Noting any points that you don't understand, and look up any words for you don't know (everyone should have and use a dictionary).
3. Thinking of at least one application or a personally meaningful example of a major point made in the reading –which will be helpful for class discussion

B. Exams

There are three (3) exams in this course: two exams and a final. The exams will cover material from the readings, films, class discussions, and web summaries.

Please make arrangements ahead of time to be in class on these days. Agreeing to stay in the class is agreeing to be present for these exams. Make-ups will be given only with an approved excuse and at the instructor's discretion. Students requesting a make-up must contact the instructor before the exam (24 hours or more prior to the day of the exam). Note: excuses given the day of or after the scheduled due date for an assignment may not be approved.

C. Quizzes

We will have 6 quizzes throughout the course of the semester, usually given in the first 10 minutes of either segment of class. If you show up and the class is in the middle of taking the quiz, you may take it; however, if the class is done with the quiz you may not take it. The quizzes are designed to monitor your reading -- not to trick you. If you keep up with the reading you are more likely to be able to discuss and do well in this class, on exams, and will do well on the quizzes. I grade the quizzes on a 2 point scale. You must show that you have read and understood the reading to get a "2." **No make-ups** will be given for the quizzes, but you will be able to drop 1 of the 6, which should cover any emergency that may occur. Quizzes are worth 2% each for a total of 5 quizzes and 10% of your grade.

D. Courtesy

You should be aware that we read about and discuss a number of topics that you may find controversial. In our discussions, you will be expected to be respectful toward you classmates, despite any disagreement you may have with a classmate's ideas. In this way, we will work to foster an environment in which each student feels comfortable presenting his or her thoughts, as well as critiquing or questioning the arguments presented by others. You are free to disagree with and question my views; trust that your grade does not depend upon you agreeing with me but I encourage you to use evidence and logic to present your own arguments and in critiquing the arguments of others. I expect our discussions to be lively, interesting, and intellectually challenging.

E. Academic Honesty

Everything you do in this class must be done within the letter and spirit of the UGA academic honesty policy. All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

F. Disabilities

If you have a documented disability and would like to request classroom accommodations, please see me (instructor) after class or make an appointment during office hours.

G. Important Dates:

<u>Assignment:</u>	<u>Date</u>
Exam 1	May 19
Exam 2	May 27
Final	June 3

H. Grading:

Your final grade will be calculated as follows:

Exam 1	.....	30%
Exam 2	.....	30%
Quizzes	.....	10%
Final	.....	30%
Total	.....	100%

I do not grade on a curve. We will use UGA's +/- system. Grades will be assigned as outlined below.

100 to 93=A	77 to 73=C
92 to 90=A-	72 to 70=C-
89 to 88=B+	69 to 68=D+
87 to 83=B	67 to 63=D
82 to 80=B-	62 to 60=D-
79 to 78=C+	59 and below=F

I. Human Rights Statement

All students should know that the department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- 1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- 2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Department of Sociology.
- 3) If that discussion does not resolve the grievance to the satisfaction of the student, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with the procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor of staff member involved. Any appeal of that decision must be to the Dean of the college of Arts and Sciences.

Course Schedule

Date and Topic	Readings
<p>Tuesday May 12: <i>What is schooling all about?</i> & <i>Did US Schools always look this way?: Some history</i></p>	<p>Intro Film on Common Schools</p>
<p>Wednesday May 13: <i>What is going on in schools today?</i> & <i>Theories of Sociology of Education</i></p>	<ul style="list-style-type: none"> • No Child Left Behind Perspectives from Sociology of Education (each are only a page or 2) <ul style="list-style-type: none"> ○ Karen ○ Dworkin ○ Ingersoll ○ Epstein • Sadovnik, Alan R. 2001. "Theories in the Sociology of Education." Pp. 15-34 in <i>Schools and Society: A Sociological Approach to Education</i>, edited by J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth.
<p>Thursday May 14: <i>More Theory and Social Reproduction</i> & <i>School Finance</i></p>	<ul style="list-style-type: none"> • Bowles and Gintis. "Schooling in Capitalist Society" pp. 52-55 in <i>Schools and Society: A Sociological Approach to Education</i>, edited by J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth. • Bracey on School finance.
Organizational Structure of Schooling and Inequality	
<p>Friday May 15: <i>Teachers</i> & <i>Segregation</i></p>	<ul style="list-style-type: none"> • Apple. Teaching and "Women's Work." p. 346-355 in <i>The Structure of Schooling</i>. • Ingersoll. The Status of Teaching as a Profession pp. 102-118 in <i>A Sociological Approach to Education</i>, edited by J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth. <p>Film: Brown vs. Board of ed</p>
<p>Monday May 18 <i>Discussion of film</i> & <i>Bussing</i></p>	<ul style="list-style-type: none"> • Roscigno, Vincent J. and Dennis J. Condrón. 2003. "When Busing Ends: Resegregation and Inequality in an Urban School District." Pp. 75-96 in <i>The End of Segregation?</i>, edited by Bankston III and Caldas: Nova Science Pub. • The Growth of Segregation: African Americans, Latinos, and Unequal Education by Orfield p. 194-206
<p>Tuesday May 19</p>	<p>Exam 1</p>
<p>Wednesday May 20 <i>Schools as equalizers</i> &</p>	<ul style="list-style-type: none"> • Downey "Are schools the great equalizer" ASR (skip the technical parts) • Laraue. Invisible Inequality: Social class and

<i>Family</i>	childrearing in Black and White Families pp. 325-354 in <i>Sociology of Education</i> edited by Alan Sadovnik.
Wednesday May 20 <i>Tracking</i>	<ul style="list-style-type: none"> • Tracking p. 218-240 in <i>The Structure of Schooling</i> • Debate in class
Thursday May 21: <i>Race</i> & <i>Acting White</i>	<ul style="list-style-type: none"> • Downey and Pribesh. "When Race Matters". SOE. (skip technical parts) • Tyson and Darity. "It's not "a Black Thing." Understanding the Burden of Acting White and other Dilemmas of High Achievement. ASR 70. pp 582-605
Friday May 22: English only	<ul style="list-style-type: none"> • Portes, Alejandro. 2002. "English-Only Triumphs, But the costs are high." Contexts. 1: 10-15 • film
	Higher Education
(no class Monday-Memorial day) Tuesday May 26 <i>Dropping out</i> & <i>Getting in to college</i>	<ul style="list-style-type: none"> • Jordan, Will, Lara, and McPartland. 1996. "Exploring the Causes of Early Dropout among Race-Ethnic and Gender Groups." Youth and Society 28:62-94. (skim the technical parts) • Gabler and Kaufman. "Chess, Cheerleading, and Chopin. What gets you into College?" pp. 103-110 in Contexts.
Wednesday May 27	<ul style="list-style-type: none"> • Exam 2
Thursday May 28 <i>SAT's</i>	<ul style="list-style-type: none"> • SAT film • Discussion
Friday May 29 <i>Gender in College</i>	<ul style="list-style-type: none"> • King, Jacqueline. 2000. "Gender Equity in Higher Education: Are Male Students at a Disadvantage." American Council on Education Center for Policy Analysis, Washington, DC. • Jacobs, Jerry. "Gender and Higher Education" pp. 393-404 in <i>Schools and Society: A Sociological Approach to Education</i>, edited by J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth.
Monday June 1 <i>School to work</i>	<ul style="list-style-type: none"> • The Returns of a Community College Education: Evidence From the National Education Longitudinal Survey: <i>Educational Evaluation and Policy Analysis Summer 2005, Vol. 27, No. 2, pp. 157-175</i> (may skip technical parts but be sure to read the introduction and pages 169 on).
	School Choice
Tuesday June 2 <i>School Choice</i>	<ul style="list-style-type: none"> • Bulman, Robert. 2004. "School Choice Stories" Sociological Inquiry 74(4):492-519.
Final June 3	