

SOC 3060: THE SOCIOLOGY OF EDUCATION

Fall Semester 2009

MWF 10:10 / 11:15

Instructor: Christen L. Bradley, MA

Office: 214-A Baldwin Hall

Office Hours: T/T 11:00 – 12:15, or by appointment

E-mail: cbradley@uga.edu

The course syllabus is a general plan for the course; if deviations are necessary I will announce them to the class.

Course Description:

In this course, we will discuss the history of education in the United States, sociological understandings of education and the educational institution, and the structure and realities of education in our current society. The overall framework of the class emphasizes both the theory and practice of education, both historically and in the present day. Specific foci include but are not limited to: the structure and culture of schools, socialization, stratification, gender and schooling, higher education, and special problems areas as reflected in society.

NOTE: Within the topic of education, there will be issues raised that may be sensitive to some people. While I encourage you to talk openly about these things, I also expect you to approach these topics in a respectful and intelligent manner.

Purposes and Objectives:

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 coherent perspective on education to your current and prospective educational settings by drawing upon the material we read and discuss.

Required Reading:

There are no required textbooks; all of the required reading will be available on the course website for you to download. It is your responsibility to make sure you have all of the necessary readings before class. I suggest you download them at least one week before they are due, as “computer problems” will not be accepted as an excuse for uncompleted readings.

The course website will be a valuable tool during the semester. I will post readings, class resources, assignments, class business, reminders, grades, etc. there.

Class Website: <http://elc.uga.edu>

Course Grading:

Midterm =	100 pts.	
Final Exam =	150 pts.	
Portfolio Project =	65 pts.	Total Points Possible: 400
Group Presentation =	40 pts.	
Participation =	29 pts.	
Reading Quizzes =	16 pts.	
Attendance =	can have points added or deducted based on attendance (see below)	

Final Grades:

A ≥ 94	B+ = 87 - 89.9	C+ = 77 - 79.9	D = 60 - 69.9	F = 0 - 59.9
A- = 90 - 93.9	B = 83 - 86.9 B- = 80 - 82.9	C = 73 - 76.9 C- = 70 - 72.9		

Exams. There will be two examinations: a midterm and a final. The exams will cover readings, lectures, class discussions, and any videos we watch in class. They will consist of short answer and essay questions, and will require you to think critically about course material. You will receive a study guide two days before the exam. The exam grades will be posted on WebCT approximately two days after the exam date.

Quizzes. We will have 10 quizzes throughout the course of the semester, usually given in the first 10 minutes 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. **No make-ups** will be given for the quizzes, but you will be able to drop 2 of the 10, which should cover any emergency that may occur. Quizzes are worth 2 points each, and I will take the top 8 for a total of 16 points of your grade.

Participation. You are expected to participate fully in all class discussions and group work, which requires that you have completed all readings and assignments. Your participation grade will be based on two things: (1) my evaluation of your participation in class, and (2) your group's evaluation of your participation in your presentation preparation. The latter will be based on the group evaluation forms turned in on the same day that your group presents.

Furthermore, as part of participation, you are expected to conduct yourself in a mature and appropriate manner. Behaviors which are considered to be inappropriate in this classroom include sleeping, coming in late, packing up your things before class is over, working on coursework for other classes, reading the newspaper, interrupting others, and verbal behavior that is disrespectful to other students or me. If you engage in these behaviors, it will affect your participation grade. Additionally, you may be asked to leave the classroom and will be marked as absent for that day.

Attendance. Attendance in this class is required and you must be sure that you sign the class roll each class period. You are allowed three absences, **excused or unexcused**, without penalty. You may miss class for any reason that you see fit (illness, athletic event, hangover, mental health day, etc.), and I do **not** need to see documentation of your absences. After three absences, I will subtract one point per additional absence from your final grade. Thus, if you miss four classes and have a 90 in the class, your grade will be dropped to an 89. After 10 absences, I reserve the right to administratively withdraw you from the class. The good news is that you can earn bonus points. If you attend every class I will add 2 points to your final grade, and if you have only one absence I will add 1 point to your final grade.

Arrive to class ON TIME. I feel that coming to class late is disruptive (and disrespectful) to your classmates and me. If you are more than 15 minutes late to class, you will be counted as tardy. Each tardy will count as ½ of an absence... these add up, so be careful!

Make-up information: Make-up exams will be allowed only under circumstances of serious illness or emergency; written proof may be required before a request for a make-up is granted. You must contact me **IN ADVANCE** of the test time or you will receive a score of zero on the exam; I reserve the right to deny you the opportunity to take a make-up exam. I also reserve the right to offer a different exam than that offered during the normal test-taking period.

PLEASE TURN OFF ALL CELL PHONES! Ringing cell phones in class are disruptive to the teaching and learning process. If your cell phone rings in class, you may be asked to leave the classroom for the remainder of the class period.

NO LAPTOPS ALLOWED! You will be provided with every in-class resource via the class eLearning website. Therefore, any notes that you need to take will be supplemental and laptop use for note-taking purposes will not be necessary.

Academic honesty. Cheating will not be tolerated in any form. This includes, but is certainly not limited to, looking at other students papers during exams and submitting unoriginal, plagiarized assignments (typically from internet sources). You will need to understand the University policies regarding cheating and its consequences. All academic work must meet the standards contained in *A Culture of Honesty*. Each student is responsible for knowing those standards before performing academic work.

Disability and health-related issues. Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with me as soon as possible.

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 Sociology Department.
- 3) If that discussion does not resolve the grievance to the student's satisfaction, 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 or staff member involved. Any appeal of that decision must be to the Dean of the College of Arts and Sciences.

Date	Class Topic	Readings / Assignments Due
8/17	Welcome and Introduction to Class	
8/19	Current Issues in American Schooling	<ul style="list-style-type: none"> • David Berliner and Bruce Biddle, "The Manufactured Crisis" in <i>The Structure of Schooling</i> 502-514 • No Child Left Behind Perspectives from <i>Sociology of Education</i>: Karen, Dworkin, Ingersoll, & Epstein
8/21	Current Issues in American Schooling, cont.	
8/24	A History of Education in the United States	<ul style="list-style-type: none"> • Kaestle, Carl. 1983. "Pillars of the Republic: Common Schools and American Society, 1780-1860." New York: Hill and Wang. Chapter 1, pp. 3-12.
8/26	FILM: Common School	
8/28	Theories of Sociology of Education	<ul style="list-style-type: none"> • Sadovnik, Alan R. 2001. "Theories in the Sociology of Education." Pp. 15-34 in <i>Schools and Society: A Sociological Approach to Education</i>, ed. J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth
8/31	Theories of Sociology of Education, cont.	<ul style="list-style-type: none"> • Collins. "Functional and Conflict Theories of Educational Stratification" in <i>The Structure of Schooling</i> pp. 94-111
9/2	FILM: Learning in America	
9/4	CLASS CANCELLED	
9/7	LABOR DAY: CLASS CANCELLED	
9/9	The Reproduction of Society through Education	<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>, ed. J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth
9/11	Financing the School System	<ul style="list-style-type: none"> • Bracey: School Finance
9/14	Financing the School System, cont.	
9/16	Issues in Teaching	<ul style="list-style-type: none"> • Apple. "Teaching and Women's Work." Pp. 346-355 in <i>The Structure of Schooling</i> • Ingersoll. "The Status of Teaching as a Profession." Pp. 102-118 in <i>Schools and Society: A Sociological Approach to Education</i>, ed. J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth
9/18	Issues in Teaching, cont.	PORFOLIOS DUE IN CLASS FOR PROGRESS CHECK
9/21	FILM: Brown vs. Board of Ed.	

9/23	Are Schools the Great Equalizer?	<ul style="list-style-type: none"> Downey, R. "Are Schools the Great Equalizer?" in <i>American Sociological Review</i>
9/25	Desegregation and Bussing	<ul style="list-style-type: none"> Roscigno, Vincent J. and Dennis J. Condrón. 2003. "When Bussing Ends: Resegregation and Inequality in an Urban School District." Pp. 75-96 in <i>The End of Segregation?</i> Ed. Bankston III and Caldas: Nova Science Pub. Orfield. "The Growth of Segregation: African Americans, Latinos, and Unequal Education." Pp. 194-206
9/28	Social Class and Education	<ul style="list-style-type: none"> Lareau. "Invisible Inequality: Social Class and Childrearing in Black and White Families." Pp. 325-354 in <i>Sociology of Education</i> Ed. Alan Sadovnik
9/30	Tracking	<ul style="list-style-type: none"> Two essays on Tracking: Pp. 218-240 in <i>The Structure of Schooling</i>
10/2	Dropping Out	<ul style="list-style-type: none"> Jordan, Will, Lara, and McPartland. "Exploring the Causes of Early Dropout Among Race-Ethnic and Gender Groups." <i>Youth and Society</i> 28: 62-94
10/5	MIDTERM EXAM	
10/7	The Black/White Test Gap and Teacher Evaluations	<ul style="list-style-type: none"> Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress (NAEP) Highlights Farkas, George. 2004. "The Black-White Test Score Gap." <i>Contexts</i>. 3(2): 12-19. Downey and Pribesh. "When Race Matters." In <i>Sociology of Education</i>.
10/9	Race in Schools and Acting White	<ul style="list-style-type: none"> Tyson and Darity. "It's not 'A Black Thing': Understanding the Burden of Acting White and Other Dilemmas of High Achievement." In <i>American Sociological Review</i> 70 pp. 582-605
10/12	Race in Schools and Acting White, cont.	
10/14	Latinos and Immigrants in Education	<ul style="list-style-type: none"> Excerpt from <i>Made in America: Immigrant Students in Our Public Schools</i>
10/16	English Only Education	<ul style="list-style-type: none"> Portes, Alejandro. 2002. "English-Only Triumphs, but The Costs Are High." <i>Contexts</i>. 1: 10-15
10/19	Asian Americans and the Model Minority "Thesis"	<ul style="list-style-type: none"> Lee, Stacey J. 1996. <i>Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth</i>. Teachers College Press. Chapter 3: Academic Achievement Among Asian Americans. Pp. 52-69. Louie, Vivian. 2004. <i>Compelled to Excel: Immigration, Education, and Opportunity among Chinese Americans</i>. Stanford University Press. Chapter 3: Ethnic Culture, Immigration, and Race in America. Pp. 37-63.

10/21	Schooling Around the World	<i>10/22: Last Day to Withdraw</i> PORTFOLIOS DUE IN CLASS FOR PROGRESS CHECK
10/23	Higher Education: Getting Accepted	<ul style="list-style-type: none"> Stevens, Mitchell. Chapter from "Creating a Class" Gabler and Kaufman. "Chess, Cheerleading, and Chopin: What Gets You Into College?" <i>Contexts</i>: pp. 103-110
10/26	FILM: SAT	
10/28	Race in the Higher Ed. Admissions Process	<ul style="list-style-type: none"> Bowen and Bok. "The Shape of the River: Long Term Consequences of Considering Race in College and University Admissions." Pp. 324-336 in <i>Schools and Society: A Sociological Approach to Education</i>, ed. J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth
10/30	FALL BREAK: CLASS CANCELLED	
11/2	Areas of Disadvantage in Higher Education?	<ul style="list-style-type: none"> King, Jacqueline. 2000. "Gender Equality 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>, ed. J. H. Ballantine and J. Z. Spade. Belmont, CA: Wadsworth
11/4	Status Attainment	<ul style="list-style-type: none"> Bills. Chapters 3 & 4 in "The Sociology of Education and Work" Pp. 37-82
11/6	Status Attainment, cont.	
11/9	Community College	<ul style="list-style-type: none"> The Returns of a Community College Education: Evidence From the National Educational Longitudinal Survey: Educational Evaluation and Policy Analysis Summer 2005, Vol. 27, No. 2, pp. 157-175
11/11	Community College, cont. and Catch Up	
11/13	School Choice	<ul style="list-style-type: none"> Bulman, Robert. 2004. "School Choice Stories" in <i>Sociological Inquiry</i> 74(4): 492-519
11/16	School Choice, cont.	<ul style="list-style-type: none"> Renzulli, Linda and Vincent Roscigno. "Charter Schools, Achievement, and the Public Good." In <i>Contexts</i>
11/18	Homeschooling	<ul style="list-style-type: none"> Medlin, Richard G. 2000. "Home Schooling and the Question of Socialization." <i>Peabody Journal of Education</i> 75(1/2)
11/20	Group Meeting Day	
11/23 – 11/27	THANKSGIVING BREAK: CLASS CANCELLED	

11/30	What comes after school?	<ul style="list-style-type: none"> • Pallas, Aaron M. "The Effects of Schooling on Individual Lives." In Maureen Hallinan (Ed), <i>Handbook of the Sociology of Education</i>. Kluwer Academic Press. Pp. 499-525. <p style="text-align: center;">PORTFOLIOS DUE IN CLASS TODAY</p>
12/2	Presentations	
12/4	Presentations	
12/7	Presentations	
12/8	Presentations	
	FINAL EXAM	For 10:10 Class: Wed. Dec 16 th 8:00 – 11:00 AM For 11:15 Class: Thurs. Dec. 10 th 12:00 – 3:00 PM

Keeping Track of Your Class Average:

In order to keep track of your progress in class throughout the semester, you can use the form below to calculate your average. To do so, add all of the points you have earned at any given time and divide that figure by the total possible points at the same point in time.

Evaluation	Points Earned	Total Possible Points
Midterm	_____	100
Final	_____	150
Portfolio Project	_____	65
Group Presentation	_____	40
Participation	_____	29
Reading Quizzes (best 8 of 10)	_____	16
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TOTAL:	_____	400