

Course Syllabus

Summary

Course Title	Sociology of Education
Course No.	SOC 08336
Start/End Dates	9/1/21 - 11/29/21
Term/Module	Fall 2021

Delivery Method	Times
In Person	M-W: 12:30- 1:45 pm

Course Description

The purpose of this course is to study education as a social institution and its interrelationships with other social institutions. It focuses on how education is affected by social forces such as demographic changes, governmental policy, and mass media; and how education itself impacts on the rest of society, such as perpetuating social inequalities.

Instructor

Name	Tom Chiang
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Office Hours	Email is the best way to get a hold of me

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Objectives

The purposes of this course are:

- To apply a sociological perspective to analyze schools and educational processes;
 - To give you an opportunity to reexamine your own educational experiences in a sociological perspective, by engaging the assigned readings and discussing them with your classmates;
 - To discuss contemporary educational arrangements and their sociological implications;
 - To understand how inequalities in the wider society penetrate our educational system;
 - To consider whether the educational system reproduces or creates inequalities or equality;
 - To understand how educational systems are embedded in their cultural contexts;
 - To consider the feasibility and desirability of possible reforms.
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Prerequisites

- Introduction to Sociology (SOC 08.120 or SOC 08.121)

Materials and Texts

- Jeanne Ballantine, Floyd Hammack, Jenny Stuber, *The Sociology of Education: A Systematic Analysis* 8th edition, Routledge (Taylor & Francis), 2017.
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Week	Start Date	Readings, Activities & Assignments
1 & 2	09/01/21 09/08/21	<p>Lesson 1</p> <p>Topics:</p> <ul style="list-style-type: none"> • Introduction to the course and to sociology of education. Sociological theory and methods used to study education. <p>Lectures:</p> <ul style="list-style-type: none"> • Lectures 1-1, 1-2, 1-3 <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 1 <p>Lesson 2</p> <p>Topics:</p> <ul style="list-style-type: none"> • The functions and processes of education and how the system works <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 2 <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 2 <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 1

3 & 4	09/15/21	<p>Lesson 3</p> <p>Topics:</p> <ul style="list-style-type: none"> • Stratification and Education <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 3 • Reader, Readings 22, 27, 28, 37 • Recommended: Jonathon Kozol's Shame of the Nation <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 3-1, 3-2 <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 2 <p>Lesson 4</p> <p>Topic:</p> <ul style="list-style-type: none"> • Gender and Sexual Orientation <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 4 • Recommended: Margolis & Fisher, Unlocking the Clubhouse • Recommended: Pascoe, Dude, You're a Fag (the book) <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 4-1, 4-2, 4-3 <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 3
5 & 6	09/29/21	<p>Lesson 5</p> <p>Topic:</p> <ul style="list-style-type: none"> • Race and Ethnicity <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 5 <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 5 <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 4 <p>Lesson 6</p> <p>Topic:</p> <ul style="list-style-type: none"> • The School as an Organization <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 6-7 <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 6 <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 5

<p>7 & 8</p>	<p>10/13/21</p>	<p>Lesson 7 Topic:</p> <ul style="list-style-type: none"> ● The Student Role(s) <p>Readings:</p> <ul style="list-style-type: none"> ● Text, Ch. 8 ● Reader, Readings 23 <p>Lectures:</p> <ul style="list-style-type: none"> ● Lecture 7 <p>Lesson 8 Assignments:</p> <ul style="list-style-type: none"> ● Midterm - “Educational Autobiography”
<p>9 & 10</p>	<p>10/27/21</p>	<p>Lesson 9 Topic:</p> <ul style="list-style-type: none"> ● Hidden Curriculum(s) <p>Readings:</p> <ul style="list-style-type: none"> ● Text, Ch. 9 <p>Lectures:</p> <ul style="list-style-type: none"> ● Lecture 8 <p>Discussions:</p> <ul style="list-style-type: none"> ● DQ 6 <p>Lesson 10 Topic:</p> <ul style="list-style-type: none"> ● The Environment of Education <p>Readings:</p> <ul style="list-style-type: none"> ● Text, Ch. 10 <p>Lectures:</p> <ul style="list-style-type: none"> ● Lecture 9 <p>Videos:</p> <ul style="list-style-type: none"> ● Film: Preschool in Three Cultures Revisited <p>Discussions:</p> <ul style="list-style-type: none"> ● DQ 7

11 & 12	11/10/21	<p>Lesson 11</p> <p>Topic:</p> <ul style="list-style-type: none"> • Higher Education <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 11 <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 10 <p>Discussions:</p> <ul style="list-style-type: none"> • DQ 8 <p>Lesson 12</p> <p>Topic:</p> <ul style="list-style-type: none"> • International Education <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 12 • Reader, Readings 44, 45, 46, 47 <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 11-1, 11-2 <p>Makeup Discussions:</p> <ul style="list-style-type: none"> • DQ 9 <p>Assignments:</p> <ul style="list-style-type: none"> • Reaction Paper 9
13	11/24/19	<p>Lesson 13</p> <p>Topic:</p> <ul style="list-style-type: none"> • Policy and Reform <p>Readings:</p> <ul style="list-style-type: none"> • Text, Ch. 13 <p>Lectures:</p> <ul style="list-style-type: none"> • Lecture 12 <p>Makeup Discussions:</p> <ul style="list-style-type: none"> • DQ 10 <p>Assignments:</p> <ul style="list-style-type: none"> • Final Exam

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Assignment Outline

Discussion Posts. Participation in discussions is required. Discussions may focus on completed assignments, films, reading and lectures. There are 8 such discussion assignments. You will initiate responses/personal thoughts to a new question/topic related to the week's materials and explain why you found it to be important. These postings must be posted at the latest by 11:59 p.m. EST Saturday. Read through these initial postings, and respond to at least two of

the initial postings by 11:59 p.m. EST Monday. This online discussion participation will count 20% of your final grade.

Midterm. You will write a midterm educational autobiography, 4-6 double-spaced pages, worth 30%. In this paper you will reflect on your own education in the perspective of the topics we have covered in class up to this point (theoretical perspectives, functions of education, inequality in your education in terms of class, race/ethnicity, and gender). Analyze and put in perspective your own experience using at least 10 class concepts, including at least one theoretical perspective, and comparing your own experiences to at least 3 research studies we have read about or covered in class. You need to write this utilizing a sociological perspective, not just personal reminiscences. Include specific examples where relevant. Make the paper a thoughtful, creative, synthetic, well-written analysis of your educational career as seen through the eyes of one now familiar with some basic concepts, principles, and research in the sociology of education. Label and reference the class material as you use it, either in footnote style or using text references to a bibliography (even if it's to the text or reader or lecture notes). You may underline or highlight each theory, concept and research study you use so they are easily identifiable. Refer to the posted ASA (American Sociological Association) Quick Style Guide (posted on Canvas) for bibliographic format; email me if you have any questions about how to cite something (or any other questions, of course).

The paper will be evaluated for (a) the extent to which educational experiences are presented clearly and thoughtfully (8 points); (b) the extent to which your educational experiences are related to class material, concepts, and analysis (10 points); and (c) writing composition and mechanics, including proper citation of sources (including class material) (2 points) and will count 30% of your final grade.

Final Exam. There will be a final essay exam in essay format, open book/notes, worth 50% of your total grade. Study questions will be given in advance.

Exam Policy

There will be 1 fully online exam in this course. Detailed information is provided in the week in which each exam is administered. Exams must be submitted by their posted due date/ deadline.

During all quizzes and examinations, students are permitted to use the following resources:

- Textbook(s) by specific title
- Handwritten or typed notes
- Notes on your computer
- Internet access or web sites of any kind other than the Canvas LMS system

Grading

Final Grade Breakdown

Grading Criteria / Assignment	Points / Percentage
Participation in Reading and Discussions	20%
Midterm Paper (1 @ 20 Points)	30%
Final Exam (1 @ 100 Points)	50%
TOTAL	100%

Grading Scale

A	92 and Up	C	72 - 77
A-	90 - 91	C-	70 - 71
B+	88 - 89	D+	68 - 69
B	82 - 87	D	62 - 67
B-	80 - 81	D-	60 - 61
C+	78 - 79	F	59 and Below