

S312: Education and Society

Section: 14772

Summer 4W1 2016

M-F 10:20 AM – 12:30 PM

Ballantine Hall 246

Instructor: Emma Cohen

Office: Weatherly Hall 134

Office Hours: After Class/By Appointment

Email: emdcohen@indiana.edu (*Email me directly at this address; do not use Canvas*)

Mailbox: Ballantine Hall 747 (*The Sociology office is open Monday-Friday 8:00 am–4:00 pm*)

*****Reading the syllabus carefully will help you succeed in this class!*****

COURSE DESCRIPTION

This course is an introduction to current issues in the sociology of education. The goal of this course is to ask some fundamental questions about the relationship between education and society. In this class, we will look at the structure, practices, content, and outcomes of schooling in light of their relationships to the wider society in which schools are situated. We will note the link between schools and societal stratification, discuss the outcomes of schooling and how these outcomes are produced, and consider sociological perspectives on contemporary education reform.

COURSE REQUIREMENTS

Readings: All required readings are posted on Canvas in the Files folder. All readings should be completed BEFORE the class meeting for which they are listed. Readings for this course are intended to provide a starting point for our in-class discussions. Lectures will cover material relevant to the readings, but we may not discuss the readings specifically in class. However, you are still responsible for reading material that we do not discuss, as it may appear on exams. All assigned readings are subject to change based on the progression of the course and the discretion of the instructor.

Critical Reading Responses (150 points, 15%): Students will write a critical reading response and upload it to Canvas before each class period. Critical reading responses have two main components: (1) bullet-point summaries* of *each* reading that is assigned for the given class period, and (2) evidence of critical thinking about the readings. This can be either a question about the readings, a reasonable critique* of one or several readings, an application of an idea from the readings to your own experience*, or a brief discussion of how the reading(s) relate(s) to other course material. Critical reading responses should be uploaded to Canvas by 7 AM each day (that is, about 3 hours before class begins). Each critical reading response should be no longer than a page and may be considerably shorter. An example critical reading response will be posted on Canvas for students' reference.

When an exam review session is scheduled, you will submit questions about course content that you would like to review in class as your critical reading response.

**Additional Guidelines:* Bullet-point summaries should explain the main argument of a reading, not simply the topic of the reading. Instead of writing “This reading is about racial inequality in schools” (the topic of the reading), I want to know what the author argued about that topic (e.g., “Lewis and Diamond argue that white parents perpetuate racialized tracking by threatening to withdraw their children from public schools if their children are not placed in high-track classes.”)

It is not considered a “reasonable critique” to disagree with an author’s argument simply because his/her findings differ from your own experiences. In many cases, educational researchers are discussing population averages, which cannot be challenged based on one individual’s experience. When your experiences differ from the findings of an article, reflect on *why* you think that is—such a reflection would be considered a “reasonable critique.”

If you apply ideas from the readings to your own experience, it is critical for you to explain *why* the concept fits with your experience. It is not enough to simply say that the reading reminded you of your own experience, which you describe. Instead, take one further step and explicitly explain *how* your experience reflects the reading or concept.

Classroom Discussion and Participation (150 points, 15%): Classroom discussion provides an opportunity for students to learn from one another and to engage more deeply with the course material. Therefore, it will be a crucial component of this course. The best way to prepare for class discussion is to complete all of the required reading assignments prior to the day they are due. For most class periods, I will provide you with a reading guide to help you through the readings. These will often consist of questions that you should be able to answer about each reading. You can prepare for class discussion and in-class activities by following the reading guide and being able to answer each question.

At the end of each class, students will rate themselves on participation using the following rubric:

| | |
|----------|---|
| 0 points | (I will assign if a student is absent) |
| 1 point | Did not prepare; did not participate |
| 2 points | Prepared; did not participate |
| 3 points | Prepared; participated once |
| 4 points | Prepared; participated more than once |
| 5 points | Prepared; participated more than once; everyone in small group participated |

Note: “preparation” means that the student did course readings and turned in a critical response on time.

If you are absent, you will get a zero for participation on that day (see “Attendance” section below for exceptions and more information). If it is discovered that a student is not being honest about his or her participation, the final grade will be penalized. I also reserve the

right to change a students' self-rating if the behavior I observe is not consistent with the self-rating or if I observe that a student is not taking his/her participation seriously. The participation grade for the first day of class will consist of a 10-point group quiz on the contents of this syllabus.

Although I grade participation, I am not necessarily comparing the quality of students' comments. That is, you are not graded on whether your comment is "smarter" than another student's comment; rather, you are graded on whether you are making the effort to participate in discussion and engage with the class ideas. If you feel shy or get nervous about being put "on the spot," I recommend that you base your participation in class discussion on your critical reading response. I recommend that students print their critical reading responses and bring them to class to use as reference during class discussion. Remember that there are lots of ways to participate: in the full class discussion, in small groups, by answering direct questions about readings, by offering an opinion, etc. Choose the style of participation that is most comfortable for you.

Attendance: Summer courses move at a quick pace, and each class period covers more material than a class period during the fall or spring semesters. Therefore, attendance is crucial to success in this class. Students are expected to attend all classes. I will take attendance at the beginning of each class period. Students who miss class are expected to get notes from a classmate and may meet with the instructor to review missed material. The instructor's notes are not available under any circumstances.

Because much of the final grade depends on participation and critical reading responses, excessive absences will negatively impact your grade. Students may submit two critical reading responses for class periods they do not attend, and I will count these toward the final grade. Students will earn a zero for critical reading responses for each additional absence beyond two. If you are absent, critical reading responses are due within 48 hours of the absence, or they will not count.

Absence from class also means that students will earn a zero for participation. Students may make up participation points for two absences by finding a short article, video, or other online content and emailing it to me along with a 1-paragraph explanation of how it relates to course concepts.

If you are absent two or fewer times and submit critical reading responses and a participation make-up email on time for each of these occasions, attendance will not impact your final course grade. If you are absent two or fewer times and do not turn in a critical reading response and/or participation make-up assignment (or if these are turned in late), attendance will impact your final grade. If you are absent more than two times, you will automatically get a zero for critical reading responses and participation on the additional days that you are absent. As a result, for each additional absence after the allowed two, your grade will be reduced by 20 points. Exceptions may be made for extreme circumstances at the instructor's discretion. Exceptions also apply to university-sanctioned events such as religious holidays, which must be discussed with the instructor during the first two weeks of class.

Exams (500 points, 50%): We will have one midterm exam and one final exam in this class. Both are worth 250 points, or 25% of your final grade. The midterm exam will take place in class on Friday, May 20th. The final exam will take place in class on Friday, June 3rd. The exams may consist of any combination of multiple choice, fill-in-the-blank, short answer, and essay questions. These questions are designed to measure your knowledge of course materials and your ability to use course concepts. Exam questions will cover class lectures, readings, discussions, activities, films shown in class, and video clips. Exams are not cumulative—in other words, each exam will cover the material since the last exam—but you will need to apply some core concepts throughout the course.

Current Events Paper (200 points, 20%): For this assignment, you will write a 4-5 page paper about a current, mainstream news article about an educational issue that relates to class discussions and readings. On the day it is due, you will also give a brief presentation in class, describing the content of the article and how you connected it to class material in your paper. More details about this assignment can be found on Canvas, and we will discuss it in detail in class. Each student will sign up for a day to make his or her presentation, and the paper will be due at the beginning of class on that day, uploaded electronically. Students must also submit a copy of the news article to me by the beginning of class on the day before their presentations.

GRADING

The final course grade will be computed from the following:

| | |
|--|-------------------|
| Critical Reading Responses | 150 points |
| Participation | 150 points |
| Midterm Exam (Friday, May 20 th) | 250 points |
| Final Exam (Friday, June 3 rd) | 250 points |
| Current Events Paper | <u>200</u> points |
| Total | 1,000 |

The grading scale for the final grade is as follows:

| | | | |
|-----------|---------------------------|-----------|--------------------------------|
| A+ | 97-100% (970-1000 points) | C+ | 77-79.9% (770-799 points) |
| A | 93-96.9% (930-969 points) | C | 73-76.9% (730-769 points) |
| A- | 90-92.9% (900-929 points) | C- | 70-72.9% (700-729 points) |
| B+ | 87-89.9% (870-899 points) | D+ | 67-69.9% (670-699 points) |
| B | 83-86.9% (830-869 points) | D | 63-66.9% (630-669 points) |
| B- | 80-82.9% (800-829 points) | D- | 60-62.9% (600-629 points) |
| | | F | 59.9% and below (0-599 points) |

GUIDELINES, POLICIES & PROCEDURES

Academic Integrity: Academic dishonesty of any type (including, but not limited to plagiarism, sharing, copying, or cheating on exams and assignments) will not be tolerated. In accordance with the Indiana University Code of Student Rights, Responsibilities and

Conduct, misconduct may result in a failing grade for the course, suspension, or in some cases, expulsion. For more information, see: <https://studentaffairs.indiana.edu/office-student-ethics/misconduct-charges/index.shtml>

Classroom Etiquette: We will be discussing a variety of sensitive social issues in this class, including race, class, gender, sexuality, and politics. Each person comes to class with a unique background and perspective; I encourage students to draw on that perspective when discussing sociological issues in class. Please keep in mind that sharing opinions and experiences is a valuable but sometimes uncomfortable experience, and everyone must make the commitment to create an atmosphere of respect for each person's contribution. Various points of view are welcome and expected. Please be as respectful and open-minded as possible when listening to viewpoints different from your own. If you disagree, criticize the evidence that supports a stance, or the negative implications of a viewpoint, but do not criticize the person who holds that view. A lack of courtesy will not be tolerated in class, and may result in a student being asked to leave and counted absent for the day at the instructors' discretion.

Cell Phones, MP3 Players, Tablets, and Laptops: Cell phones and MP3 players should be turned off and not in use during class. Text messaging is not permitted because it is distracting and disrespectful to others in the class. In addition, students should not video or audio record class lectures. Failure to follow this policy will result in an absence for the day. If you need to leave your cell phone on due to extenuating circumstances (e.g., childcare, family emergencies, etc.), please arrange this with me in advance. Laptops and tablets are not allowed during this class. While I understand their usefulness and convenience for taking notes, their potential for distraction is substantial, and active participation is an important part of the classroom experience. If you have a disability, a medical condition, or another compelling reason that requires you to use a laptop or record lectures, you must make arrangements with me during the first week of class.

Make-up Exams and Assignments: Make-ups will only be allowed for absences that are excused under university policy (e.g., religious holidays), extreme illness, or a family emergency. In the case of extreme illness or family emergency, you must notify me before class, and appropriate documentation is required. You will not be eligible to take a make-up exam if you fail to follow these procedures. Make-up exams may be modified to reflect the extra time that you have to prepare for the test.

Contacting the Instructor: Email is the best way to contact me outside of class time or office hours. Please email me directly at emdcohen@indiana.edu. I check my email daily Monday through Friday, and most often I will be able to respond quickly to your message. However, there may be times when it will take me a little longer to get back to you. If I do not respond within two days, please email me again. Do not email me through the Canvas messaging system, as I do not check these messages frequently! I will not hold scheduled office hours—due to the small size of the class, it is unlikely that I could find a time convenient for the majority of students. However, I STRONGLY encourage you to arrange appointments to meet with me outside of class to discuss any questions or thoughts about course materials, readings, exams, etc. I *like* meeting with students outside of class! In addition, if you are

really struggling with class participation, in some circumstances I may count individual meetings outside of class in lieu of class participation.

Canvas: All of your supplemental readings, grades, assignments, and other course materials will be posted on the course website through Canvas. If you miss class or have a question about an assignment, Canvas is a good place to check first. Additionally, I will send course updates, announcements, etc. through Canvas and indiana.edu email accounts. It is your responsibility to regularly check Canvas and email.

Special Needs: In compliance with the Americans with Disabilities Act (ADA), IU seeks to provide reasonable accommodation for qualified individuals with documented disabilities. It is the student's responsibility to inform the instructor and to contact the Disability Student Services Office (812-855-7578; <https://studentaffairs.indiana.edu/disability-services-students/>) about any special learning or study needs relating to a documented disability. If you need individual accommodations to meet course objectives, please see me as soon as possible so that we can ensure your full participation in class and a fair assessment of your work.

Religious Observations: In accordance with the Office of the Vice Provost for Faculty and Academic Affairs, any student who wishes to receive an excused absence from class must submit a request form available at the link below for each day s/he will be absent. This form must be presented to the course instructor by the end of the second week of the course (or before the excused absence takes place). A separate form must be submitted for each day. The form must be signed by the instructor, a copy retained by the instructor, and the original returned to the student. Information about the policy on religious observation can be found at <http://vpfaa.indiana.edu/forms/index.shtml>

Student Resources: Indiana University provides a number of academic resources and support services that many students find helpful when they encounter difficulties in a course. These include the Student Academic Center (SAC), Academic Support Centers (ASC), Writing Tutorial Services (WTS), and Counseling and Psychological Services (CAPS). These offices are available for your benefit. For more information, see <http://studentaffairs.iub.edu/academic-resources-and-support>. You should also visit the webpage for the Student Affairs office (<http://studentaffairs.iub.edu>) to learn about additional support services that are available on campus.

COURSE SCHEDULE (may be subject to change)

**** indicates days with unusually heavy reading; think ahead and prepare in advance**

Week 1: Tuesday, May 10 – Friday, May 13

Tuesday, May 10: Intro to Course; Foundational Concepts

- No readings

Wednesday, May 11: **Stratification and the Purposes of Education

- Blau & Duncan, "The Process of Stratification" (from *The American Occupational Structure*)
- Bowles & Gintis, "Beyond the Educational Frontier" (from

Schooling in Capitalist America)

- Collins, “Functional and Conflict Theories of Educational Stratification”

Thursday, May 12:

**The “3 Capitals”

- Becker, “Human Capital Revisited” (from *Human Capital*)
- Coleman, “Social Capital in the Creation of Human Capital”
- Calarco, “I Need Help!”

Friday, May 13:

Inequality: Social Class

- Lareau, “Why Does Social Class Influence Parental Involvement in Schooling?” (from *Home Advantage*)
- Reardon, “No Rich Child Left Behind”

Week 2: Monday, May 16 – Friday, May 20

Monday, May 16:

Inequality: Gender

- Yong, “XY Bias”
- Lopez, “On Overcrowding, Policing, Race(ing), and Gendering” (from *Hopeful Girls, Troubled Boys*)
- Pascoe, “Dude, You’re a Fag” (from *Dude, You’re a Fag*)

Tuesday, May 17:

**Inequality: Race

- Fordham and Ogbu, “Black Students’ School Success: Coping with the ‘Burden of ‘Acting White’”
- Lewis, “There Is No Race in the Schoolyard” (from *Race in the Schoolyard*)

Wednesday, May 18:

**School Quality and Segregation

- Coleman et al., “Summary Report” (from *Equality of Educational Opportunity*, or “The Coleman Report”)
- Orfield et al., “*E Pluribus...Separation*”

Thursday, May 19:

Review Session and Catch-Up

- No readings

Friday, May, 20:

*****MIDTERM EXAM*****

Week 3: Monday, May 23 – Friday, May 27

Monday, May 23:

School Choice

- Renzulli and Roscigno, “Charter Schools and the Public Good”
- Golann, “The Paradox of Success at a No-Excuses School”

Tuesday, May 24:

Tracking

- Oakes, “The Distribution of Knowledge” (from *Keeping Track*)
- Lewis and Diamond, “Opportunity Hoarding” (from *Despite the Best Intentions*)

- Wednesday, May 25: Higher Education: Introduction
- Stevens et al., “Sieve, Incubator, Temple, Hub”
 - Charles et al., “The Wake from Affirmative Action” (from *Taming the River*)
- Thursday, May 26: Higher Education
- Chambliss and Takacs, “The Search for a Solution” (from *How College Works*)
 - Armstrong and Hamilton, “Socialites, Wannabes, and Fit with the Party Pathway” (from *Paying for the Party*)
- Friday, May 27: **Catch-up day, no class!**
- There are no readings, and class will not meet. Use this time wisely to (1) catch up on any readings you are behind on and (2) begin studying for the last exam.
- Week 4: Monday, May 30 – Friday, June 3**
- Monday, May 30: **Memorial Day, no class!**
- Tuesday, May 31: Higher Education
- Roksa and Arum, “The State of Undergraduate Learning”
 - Pascarella et al., “How Robust Are the Findings of *Academically Adrift?*”
 - Rosenbaum, “The Complexities of College for All”
 - Newman and Winston, “From High School to a Career”
- Wednesday, June 1: Legitimation Theory
- Meyer, “The Effects of Education as an Institution”
- Thursday, June 2: Review Session, Catch Up, and Wrap Up
- No readings
- Friday, June 3: *****FINAL EXAM*****