

S312: Education and Society

Section: 15063

Spring 2016

Tuesday/Thursday 9:30-10:45 AM

Ballantine Hall 003

Instructor: Emma Cohen

Office: Weatherly Hall 134

Office Hours: Tuesday, 12:30 PM – 2:30 PM, IMU Starbucks

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 discretion of the instructor.

In-Class Assignments and Quizzes (100 points, 10%): Occasionally we will have short, unannounced quizzes on the assigned readings. We will also have in-class activities, some of which will be collected and graded. Each quiz or graded in-class activity will be worth 10 points. If you leave class after completing a quiz or activity and there is still class time remaining, the quiz or activity will not count. There will be at least 11 quizzes or graded in-class activities, and only your highest 10 grades will count.

Reading Memos (200 points, 20%): Students will be asked to complete 4 reading memos. The goal of these assignments is to gauge students' understanding of the course readings and to help students prepare for in-class discussions. Students must complete two memos during the first half of the course (by the end of Week 7, 2/25) and two memos during the second half of the course (by the middle of week 15, 4/26). Students can turn in no more than 1 reading memo per week. Memos should be 2-3 pages, double-spaced, and must be printed and turned in at the beginning of class. Each paper is worth 50 points. In the memos, students should provide a brief overview of each reading and reflect on the readings in a critical way. Further instructions and the grading rubric for reading memos can be found on Canvas in the Assignments folder.

Classroom Discussion: 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, quizzes, and in-class activities by following the reading guide and being able to answer each question.

Attendance: Students are expected to attend all classes. Attendance will be taken at the beginning of each class period, and I will update students periodically throughout the semester about their attendance status. 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. Students may miss up to 4 classes for any reason, and do not need to provide documentation justifying their absence. Each additional absence (regardless of reason) will result in a 30 point (3%) reduction in the student's final grade for the course. 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.

Midterm Exams (400 points, 40%): We will have two midterm exams, each worth 200 points (20%). The first will take place on Thursday, February 18 and the second will take place on Thursday, March 31st, both during our regular class time. 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.

Final Paper (300 points, 30%): To demonstrate the knowledge you have learned in this course, your culminating assignment is an 8-10 page paper in which you will apply and critique course concepts and readings. Using your own educational experiences as a starting point, you will

discuss how theory and research in the sociology of education provides insight into your own schooling experiences, as well as how your own experiences point to shortcomings in the sociology of education literature. The final paper is due on the last day of class, Thursday, April 28th.

We will build up to the final paper with three small step assignments. In the first step assignment, you will describe some of your educational experiences in response to prompts that I provide. This will be the starting point for your analysis. In the second step assignment, you will begin to identify course readings that you will discuss in conjunction with your own educational experiences and create a preliminary outline of your paper. In the third step assignment, you will update your outline to include readings from the last third of the course. I will provide feedback on each step assignment that will help you to strengthen your final paper. Step assignment #1 is due on Thursday, February 4th; Step assignment #2 is due on Thursday, March 10th; step assignment #3 is due on Thursday, 4/21. More information about the step assignments and the final paper can be found on Canvas in the Assignments folder.

GRADING

The final course grade will be computed from the following:

Reading Quizzes/In-Class Assignments	100 points
Reading Memos	200 points
Exam 1 (Thursday, Feb. 18 th)	200 points
Exam 2 (Thursday, March 31 st)	200 points
Final Paper and Step Assignments	<u>300</u> points
Total	1,000

The grading scale for the final grade is as follows:

A+	97-100% (970-1000 points)	C	73-76.9% (730-769 points)
A	93-96.9% (930-969 points)	C-	70-72.9% (700-729 points)
A-	90-92.9% (900-929 points)	D+	67-69.9% (670-699 points)
B+	87-89.9% (870-899 points)	D	63-66.9% (630-669 points)
B	83-86.9% (830-869 points)	D-	60-62.9% (600-629 points)
B-	80-82.9% (800-829 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! Scheduled office hours are Tuesdays from 12:30 PM-2:30 PM at the Starbucks in the IMU. I encourage all students to come to my office hours with any questions about course materials, readings, exams, etc. If you cannot make the scheduled office hours, see me after class or email me so we can schedule a time to meet.

Canvas: All of your supplemental readings, grades, assignments, attendance rosters, 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 semester. 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)

Week 1:	Course Introduction
Tues, 1/12	<u>Introduction to the Course</u> <ul style="list-style-type: none">• This syllabus
Thurs, 1/14	<u>Introduction to Sociology of Education</u> <ul style="list-style-type: none">• Brint, "Schools as Social Institutions"
Week 2:	Theories of Education and Stratification
Tues, 1/19	<u>The Purposes of Education</u> <ul style="list-style-type: none">• Parsons, "The School as a Social Class System"

- Weber, "Bureaucracy"

Thurs, 1/21

Educational Stratification

- Blau and Duncan, "The American Occupational Structure"
- Collins, "Functional and Conflict Theories of Educational Stratification"
- Bowles and Gintis, "Schooling in Capitalist America"

Week 3:

Theory and Research Methods

Tues, 1/26

The "3 Capitals"

- Becker, "Human Capital"
- Coleman, "Social Capital in the Creation of Human Capital"
- Bourdieu, "The Forms of Capital"

Thurs, 1/28

The 3 Capitals and Research Methods

- Beattie, "Race, Class, and Gender Differences in College Enrollment"
- Morgan and Todd, "Intergenerational Closure and Academic Achievement"
- Calarco, " 'I Need Help!'"

Week 4:

Inequality: Social Class

Tues, 2/2

Social Class Inequality, Part 1

- MacLeod, "Ain't No Makin' It" Excerpt
- Lareau, "Home Advantage" Excerpt

Thurs, 2/4

Social Class Inequality, Part 2

- Reardon, "No Rich Child Left Behind"

*****FINAL PAPER STEP ASSIGNMENT #1 DUE*****

Week 5:

Inequality: Race

Tues, 2/9

Race and Ethnicity, Part 1

- Fordham and Ogbu, "Black Students' School Success"
- Darling-Hammond, "The Color Line in American Education"

Thurs, 2/11

Race and Ethnicity, Part 2

- Ngo and Lee, "Complicating the Image of Model Minority Success"
- Lewis, "Race in the Schoolyard"

Week 6:

First Midterm Exam

Tues, 2/16

Catch-up time and review session

Thurs, 2/18

*****MIDTERM EXAM #1*****

Week 7:

Inequality: Gender and Sexuality

Tues, 2/23

Gender Inequality, Part 1

- Yong, “XY Bias”
- Legewie and DiPrete, “School Context and the Gender Gap”

Thurs, 2/25

Gender Inequality, Part 2

- Pascoe, “Dude, You’re a Fag”
 - Lopez, “Hopeful Girls, Troubled Boys”
- ***FIRST TWO READING MEMOS DUE BY TODAY*****

Week 8:

School Effects

Tues, 3/1

School Quality

- Coleman et al., “The Coleman Report”
- Jennings et al., “Do Differences in School Quality Matter More than We Thought?”

Thurs, 3/3

Segregation and School Composition

- Orfield et al., “Dismantling Desegregation”

Week 9:

Tracking

Tues, 3/8

Tracking, Part 1

- Tyson, “Integration Interrupted”
- Oakes, “The Distribution of Knowledge”

Thurs, 3/10

Tracking, Part 2

- Lewis and Diamond, “Despite the Best Intentions”
- ***FINAL PAPER STEP ASSIGNMENT #2 DUE*****

NO CLASS TUESDAY 3/15 AND THURSDAY 3/17—HAPPY SPRING BREAK!

Week 10:

School Sector and School Choice

Tues, 3/22

School Sector

- Gamoran, “Public Magnet, Public Comprehensive, and Private City High Schools”
- Renzulli and Roscigno, “Charter Schools and the Public Good”

Thurs, 3/24

School Choice

- Jennings, “School Choice or Schools’ Choice?”

Week 11:

Second Midterm Exam

Tues, 3/29

Catch-up time and review session

Thurs, 3/31

*****MIDTERM EXAM #2*****

Week 12:

Educational Reform/Institutional Perspectives

- Tues, 4/5 Education Reform
- Hallett, “The Myth Incarnate”
 - Rowan, “The School Improvement Industry in the United States”
- Thurs, 4/7 Institutional and Organizational Perspectives, Part 1
- Meyer, “The Effects of Education as an Institution”
- Week 13: Higher Education**
- Tues, 4/12 Higher Education, Part 1: Inequality
- Stevens et al., “Sieve, Incubator, Temple, Hub”
- Thurs, 4/14 Higher Education, Part 2: Inequality
- Armstrong and Hamilton, “Paying for the Party”
 - Espenshade and Radford, “No Longer Separate, Not Yet Equal”
- Week 14: Higher Education, continued**
- Tues, 4/19 Higher Education, Part 3: Horizontal Stratification
- Charles and Bradley, “Indulging Our Gendered Selves”
 - Ma and Savas, “Which is More Consequential?”
- Thurs, 4/21 Higher Education, Part 4: Returns
- Rosenbaum, “Beyond College for All”
 - Arum and Roksa, “Aspiring Adults Adrift”
 - Torche, “Is A College Degree Still the Great Equalizer?”
- ***FINAL PAPER STEP ASSIGNMENT #3 DUE*****
- Week 15: Education & Environment, Course Wrap-Up**
- Tues, 4/26 Education & Environment
- Cucchiara, “Marketing Schools, Marketing Cities”
- ***2ND TWO READING MEMOS DUE BY TODAY*****
- Thurs, 4/28 Course Wrap-Up
- Brint, “The Collective Mind at Work”
 - Buchmann, “Frontiers in Comparative and International Sociology of Education”
- **FINAL PAPER DUE IN CLASS AND UPLOADED ON CANVAS*****