

Education and Society
Department of Sociology, University of Texas at Austin

Instructor:	Sarah Blanchard	Semester:	Spring 2013
Office:		Course #:	SOC 308
Office Hours:		Unique #:	46280
		Class Time:	MWF 9-10am
		Class Location:	CLA 0.106
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Course Description Schools are multifaceted and dynamic institutions. Education offers individuals a way to get ahead through hard work and perseverance. Another perspective views schools as a mechanism that preserves advantages and inequality for the next generation. Education is also a developmental context that shapes students' future occupations and earnings as well as their values, relationships, health, and deviance. This course will consider the origins of the American educational system and explore all of these dynamics from a sociological perspective with a focus on race/ethnicity, social class, and gender.

Course Objectives: In taking this course, students are expected to be able to:

- Understand key concepts of sociology and the sociology of education
- Apply sociological viewpoints to contemporary problems in education
- Be aware of current debates in education policy
- Read and critically evaluate educational and sociological information in popular media

Required Texts – available in the University Co-op

Ballantine, Jeanne, and Joan Spade (eds.). 2012. *Schools and Society: A Sociological Approach to Education 4th Edition*. Thousand Oaks, CA: Pine Forge Press (**listed as “S&S” in schedule**)

Additional readings posted on Blackboard under “Course Documents” (**listed as “BB” in schedule**)

Course Requirements and Evaluation

Grading:

Participation, Short Assignments, & Reading Checks	10%
3 Quizzes (15% each)	45%
Policy Presentation	20%
Final Exam (cumulative)	<u>25%</u>
	100%

Grading Policy: Students' grades will not be rounded. For example, a B- will include all grades from 80.00-82.99. Final grades will be assigned as follows:

A (100-93)	A- (92-90)	B+ (89-88)	B (87-83)	B- (82-80)	C+ (79-78)
C (77-73)	C- (72-70)	D+ (69-68)	D (67-63)	D- (62-60)	F (59-0)

Reading Checks: Throughout the semester, several reading checks will be given at the start of class and are meant to check basic understanding of the reading assignment for that particular day. These may be in the form of pop quizzes, a writing prompt, or a partnered activity. Additionally, I may have you complete a short activity or assignment as homework or during class that will be collected and graded. Assignments will typically ask you to reflect on a topic from the course, or your own educational experience. They will be no longer than one double-spaced typed page. Students who arrive late or miss class lose the opportunity to receive credit.

Without a documented, university approved reason for missing class, the quizzes and assignments cannot be made up.

Policy Presentation: You will be assigned to a small group at the beginning of the semester. Each group will work together to create a thirty minute presentation for the class on a specific education policy issue that you will select from a list of options. The presentation will outline the social and historical background of the policy issue and provide an overview of the main controversy(ies) involved. Your presentation will apply a sociological lens to the issue and draw on the theories and concepts discussed in class as well as coverage of the issue in popular media. Your presentation will conclude with sociologically-informed policy recommendations. Additionally, you will prepare a 1 page, single-spaced brief of your presentation to be distributed to the class during your talk. Further details on the expectations of the presentation including a detailed grading rubric will be posted on Blackboard.

All members of the group will receive the same grade; however I reserve the right to re-organize groups or grade members separately if needed.

Quizzes: There will be three non-cumulative quizzes throughout the semester. These quizzes will consist of multiple choice questions. They will pull from course lectures, readings, and class discussions. The dates for quizzes are listed below in the 'Class schedule'.

You must be on time on quiz days. No quizzes will be handed out after the first person who has completed and turned in their quiz leaves the room.

There will be no make-up quizzes except in extreme circumstances. If you do need to make up a quiz because of a pre-arranged school sponsored event, email me at least 1 week before the quiz to make arrangements to take the make-up quiz. If you do not provide me with 1 week notice and wish to take a make-up quiz, you will need to provide written documentation of the emergency that prevented you from coming to class on the day of a quiz. Make-up quizzes are essay exams. These same policies apply to the final exam.

Extra Credit: I may choose to offer extra credit opportunities throughout the semester. I will announce these opportunities in class and make them available to all students. No individual requests for extra credit will be honored at any point in the semester.

Course Policies

Academic Dishonesty: Any student found to be in violation of University rules on academic dishonesty is subject to disciplinary penalties, including but not limited to failure of the course and/or dismissal from the University. For further information please refer to Student Judicial Services website: http://deanofstudents.utexas.edu/sjs/acint_student.php

Academic Freedom: Each student is expected to participate in class discussions. The atmosphere of this classroom should be one in which students are encouraged to think and learn. In any classroom situation involving discussion and critical thinking, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but you may have disparate views from the professor on sensitive and controversial topics. These differences should be seen as an opportunity to learn from each other and an enhancement of discussion and the scholarly community in class. The view of others will be respected when expressed in classroom discussions. Be assured that your grades will not be adversely affected by any beliefs or ideas expressed in class or in assignments.

Accommodations: Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 512-471-6259 (voice) or 512-410-6644 (Video Phone) or <http://ddce.utexas.edu/disability/> as soon as possible to request an official letter outlining authorized accommodations. We will work together to make appropriate arrangement.

Classroom Behavior: In addition to treating others with courtesy and respect, please respect the classroom space and the instructor by focusing your attention on the course during our class meetings. There will be class periods in which you will be expected to engage in partner or group discussion, or participate in an activity. All cell phones must be turned off before entering the classroom, and you are not permitted to take calls or text messages while in the classroom. Laptops are useful for note-taking, but they should not be used for checking email or social media during class. Students who engage in distracting behaviors may be asked to leave the class and/or will lose 5 points on the next exam.

Communication: Check Blackboard and your email regularly for important announcements and assigned readings. Digital Course readings will be available under "Course Documents." Information related to the policy presentation including a detailed description of the assignment and grading rubric will be available under "Assignments." All grades will be posted under "My Grades." You are responsible for keeping the university informed about changes to your e-mail address. <http://registrar.utexas.edu/services>.

Religious Holy Day: If you must miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you notify your instructors at least 14 days prior to the dates you will be absent.

Course Outline (Updated 01/13/14)				
S&S=Textbook (Schools and Society) BB=Reading on Blackboard				
WEEK	DATE	DAY	TOPIC	READING
1	Jan 13	M	Introductions and Review of Syllabus	
	Jan 15	W	Overview of Sociology and Sociology of Education	
	Jan 17	F	History and Perspectives on Public Schools	
2	Jan 20	M	<i>Martin Luther King Jr. Day Holiday – No Class</i>	
	Jan 22	W	Social Stratification, Mobility and Status Attainment	BB Sorokin, BB Turner, BB MacLeod
	Jan 24	F	Sociological Perspectives on Education	S&S 1, S&S 2, S&S 3
3	Jan 27	M	Functions and Outcomes of Schooling	S&S 4, S&S 5
	Jan 29	W	Hidden Curriculum and Labeling Theory	S&S 6, S&S 19, BB Anyon
	Jan 31	F	Human and Social Capital	BB Becker, BB Dance
4	Feb 3	M	Cultural Capital, Language Use and Reproduction	S&S 8, BB Lareau 1
	Feb 5	W	Families and Schooling: Different Starting Points	S&S 14, BB Lareau 2
	Feb 7	F	Quiz #1	
5	Feb 10	M	Society and School Organization	S&S 10, S&S 23, S&S 52
	Feb 12	W	Society and Education Reform	S&S 11, 13
	Feb 14	F	Society and Curriculum	BB Kliebard, S&S 30
6	Feb 17	M	School Stratification	
	Feb 19	W	Public and Private Schools	S&S 20, S&S 40
	Feb 21	F	Stratification in schools, cont'd	
7	Feb 24	M	Racial Segregation	S&S 38, BB Orfield Morris
	Feb 26	W	Segregation and stratification between schools: continued	BB Kozol
	Feb 28	F	Stratification Within Schools	BB Tyson
8	Mar 3	M	Tracking	BB Oakes, S&S 33
	Mar 5	W	Parental Involvement in Schooling	BB Lareau 3
	Mar 7	F	Quiz #2	
SPRING BREAK (March 10 – March 14)				

9	Mar 17	M	Stratification and Inequality of Educational Outcomes	S&S Intro to Ch 7, S&S 36, S&S 42
	Mar 19	W	Race/Ethnicity	BB Fordham & Ogbu, BB Tyson
	Mar 21	F	School Cultures: Violence	S&S 27, BB Newman
10	Mar 24	M	School Cultures: Adolescent Society and Identities in School	BB, Coleman, BB Crosnoe
	Mar 26	W	Immigrants	S&S 48, BB Valenzuela
	Mar 28	F	Race and Class: Oppositional Culture	Tyson
11	Mar 31	M	Social Context: Negative Peer Influences	BB Fordham and Ogbu 1986, pp. 176-177, 185-201
	Apr 2	W	Gender	S&S 37, BB Thorne
	Apr 4	F	Higher Education: Purposes and Organization	S&S 46, S&S 47, BB Arum
12	Apr 7	M	Higher Education: College/University Cultures	BB Stevens
	Apr 9	W	Higher Education: Race and Gender	S&S 45
	Apr 11	F	Quiz #3	
13	Apr 14	M	Special Topics: Education and Health across the life course (<i>guest lecturer</i>)	
	Apr 16	W	Special Topics: Schooling and Local Labor Markets (<i>guest lecturer</i>)	
	Apr 18	F	Group 1 Policy Presentation	
14	Apr 21	M	Group 2 Policy Presentation	
	Apr 23	W	Group 3 Policy Presentation	
	Apr 25	F	Group 4 Policy Presentation	
15	Apr 28	M	Group 5 Policy Presentation	
	Apr 30	W	Group 6 Policy Presentation	
	May 2	F	Last Day: Wrap up and Evaluations	
16	May 10	Sat	Final Exam (2:00-5:00pm)	