

## Sociology of Education

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ANSO 300  
Spring 2004  
TTH 1:00-2:30pm  
Class: Clough 100

Office Hours: MW 11:30am-12:30pm; T 3-4pm; or By Appointment

### Course Description and Course Objective:

Education is considered to be the primary means to realizing American ideals of equality and success. This course critically examines that idea from a sociological perspective by looking at educational opportunities and outcomes on individual, institutional, and societal levels and by analyzing the roles class, race, and gender play in these processes. Students will be required to research local school systems and to incorporate that analysis in an oral and written report at the end of the semester.

### Required Readings

Ballantine, Jeanne H. and Joan Z. Spade. 2003. Schools & Society: A Sociological Approach To Education

Kozol, Jonathan. 1992. Savage Inequalities: Children in America's Schools

Lopez, Nancy. 2002. Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education

Riordan, Cornelius. 2004. 2<sup>nd</sup> ed. Equality & Achievement: An Introduction to the Sociology of Education

Stone, Clarence N. et al. 2001. Building Civic Capacity: The Politics of Reforming Urban Schools

Much of the material covered in lectures will not be on the readings, so you will be responsible for covering many of the readings on your own. I will ask you to prepare ahead of time for the readings that will be specifically discussed in class, but I expect you always to be prepared to discuss the weekly readings.

### Grading

Participation	10%
Observation Reports	30%
Presentations	10%
Midterm Exam	25%
Final Exam	25%

### Grading Scale

A+ 99-100	B+ 87-90	C+ 77-79	D+ 67-69	F 59 or lower
A 95-98	B 83-86	C 73-76	D 63-66	
A- 91-94	B- 80-82	C- 70-72	D- 60-62	

### Course Requirements

1. **Attendance:** You are expected to attend and participate every class period. However, you can miss up to **2 days of class for emergencies or illnesses** with no penalty. For *every class missed after two absences*, you will have **3 points subtracted** from your final grade.
2. **Class Participation:** Class discussions are an important element in this course. What you get out of the course is as much dependent upon the preparation and participation of you and your classmates as it is upon my instruction. What you learn from one another can be as valuable as the lecture and reading materials. Thus, everyone is expected to actively participate in class. You will be **graded on the level and quality of your participation**.
3. **Observation Reports:** Groups of students will be assigned a local school, and the groups will observe some classes and school activities; interview teachers, administrators, and parents; and attend school board meetings. The groups will write three reports on their school based on these observations and interviews and connections to reading and lecture material. The three papers will focus on: 1) race and gender stratification; 2) school resources; and 3) organization of school system. Guidelines will be handed out in class.
4. **Presentations:** Every group will present their observations and understandings of their schools to the class. Guidelines will be handed out in class.
5. **Exams:** You will have a **take-home mid-term exam and final exam**. The exams will consist of identification, short-answers, and short essays. Lectures, readings, and class activities will all be covered on the exams.

### Course Guidelines

1. Please avoid disrupting class by arriving late or leaving early.
2. Do not disrupt me or your classmates by talking amongst your neighbors while other people are speaking.
3. You are responsible for all announcements and assignments made in class.
4. You are required to check your e-mail once a day for any updates from me.

5. If anyone has special needs that require modification of seating, testing, or other class requirements, please contact me in the beginning of the semester and provide documentation from disability services, so that suitable accommodations can be made.
6. Make-up exams will only be allowed in the event of a documented emergency. If you cannot take the exam for any reason, you must contact me prior to the exam. Failure to do so may mean that you will not be able to take a make-up exam.
7. Academic misconduct and dishonesty (such as cheating or plagiarism) will not be tolerated and will be dealt with according to the Honor Code.
8. The following reading and lecture schedules are subject to revisions, however, the exam dates and the assignment due dates will remain the same.
9. Respect one another when listening to others viewpoints.

### **Class Schedule**

<u>Date</u>	<u>Topic</u>
January 15	<b><i>Introduction</i></b>  <b>WHAT IS SOCIOLOGY OF EDUCATION? THEORIES OF EDUCATION</b>
January 20, 22	Ballantine and Spade, xvii-xxiv; 1-72  <b>SCHOOLS AS ORGANIZATIONS AND THE ROLES OF TEACHERS</b>
January 27, 29	Riordan, 1-31  Ballantine and Spade, 73-117
FEBRUARY	Read <u>Savage Inequalities: Children in America's Schools</u>  <b>DIFFERENCES BETWEEN HOMES</b>
February 3, 5	Riordan, 66-103  <b>THE INFORMAL SYSTEM AND THE HIDDEN CURRICULUM</b>
February 10, 12	Ballantine and Spade, 119-160

## **SCHOOLING IN A SOCIAL CONTEXT: EDUCATIONAL ENVIRONMENTS**

February 17, 19      Ballantine and Spade, 197-244

## **SOCIAL STRATIFICATION AND SCHOOLS**

February 24, 26      Ballantine and Spade, 245-307

March 2

Riordan, 105-139

March 4

*Midterm Exam*

MARCH

Read Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education

March 9, 11

*Spring Break*

*No Class*

## **DIFFERENCES BETWEEN SCHOOLS AND WITHIN SCHOOLS**

March 16, 18

Riordan, 141-174; 176-218

## **PEER GROUP DIFFERENCES**

March 23, 25

Riordan, 219-250

## **EFFORTS TOWARD EQUALITY AND EQUITY IN EDUCATION**

March 30,

April 1, 6

Ballantine and Spade, 309-364

APRIL

Read Building Civic Capacity: The Politics of Reforming Urban Schools

April 8

*Easter Recess*

*No class*

## **EDUCATION IN AN INTERNATIONAL CONTEXT**

April 13

Ballantine and Spade, 409-454

**EDUCATIONAL REFORM AND CHANGE**

April 15, 20      Ballantine and Spade, 455-498

**MAXIMIZING ACHIEVEMENT AND EQUALITY**

April 22      Riordan, 252-278

April 27, 29      *Group Presentations*  
*Observation Reports Due*

May 7      *Final Exam*      Friday, 1:00-3:30pm