Sociology of Education

Professor: Carla Shirley     ANSO 307
Office: Clough 103      Fall 2006
Office Phone#: 843-3934     TTH 9:30-10:45am
E-mail: shirleyc@rhodes.edu      Class: Clough 100

Office Hours:  TTH 2-4pm; W 10am-noon; or By Appointment

Course Description:

Education is considered to be the primary means of realizing the American ideals of equality and success. This course critically examines this idea from a sociological perspective by looking at educational opportunities and outcomes on individual, interactional, and institutional levels and by analyzing the roles class, race, and gender play in these processes.

Course Goals:

- To acquaint students with the sociological approach to education.
- To familiarize students with some of the theory and research in sociology of education.
- To show how school and society are closely intertwined.
- To develop an awareness of some of the fundamental problems with contemporary American education.
- To develop a contextual understanding of your own educational career.
- To develop a critical and analytical approach to the educational institution.

Required Readings

Ballantine, Jeanne H. and Joan Z. Spade, eds. 2003. 2nd ed. Schools & Society: A Sociological Approach To Education


Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Lead Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Short Papers</td>
<td>30%</td>
</tr>
<tr>
<td>Draft of Critical Autobiography Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final Critical Autobiography Paper</td>
<td>35%</td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
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<td>A-</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<td>59 or lower</td>
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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**, your **final grade will be reduced a third of a letter grade** (e.g. four absences, grade reduced from a B+ to a B-).

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. **Lead Discussion:** Students will lead classroom discussion in pairs on readings from *Annual Editions: Education* and articles from popular news sources. Starting with the “PARENTS, FAMILY, HOMES, AND CAPITAL” section, student groups will choose an *Annual Editions* article and do research to find a corresponding popular news article. Approximately 2 student groups will lead a discussion for each section, and the groups will have 30 minutes to lead each discussion. Student groups will be graded on their ability to summarize the main points of the articles, draw key connections between the articles and class material, and to generate class discussion by raising questions on educational issues. Each student group member will evaluate their own and their partner’s contribution to preparing and leading these class discussions.

4. **Short Papers:** Each student will write two short papers during the semester. The **first** paper, due in class on **September 19th**, requires students to apply sociological theories to educational issues. The **second** paper, due in class on **October 5th**, requires students to find and analyze a research article related to the sociology of education. Students will receive detailed instructions for each assignment.

5. **Critical Educational Autobiography:** Each student will write a critical educational autobiography paper of their experiences in elementary school, middle school, and/or high school. This comprehensive paper will require students to evaluate their own educational career in a social context and to connect their experiences to sociological concepts and research that we have covered throughout the semester.

The details for this assignment will be handed out in class. Students will turn in a draft of the first part of the paper is due in class on **October 26th**. The final paper is due on the final exam day, **December 9th**, by 8pm.
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. Please do not ask me any questions that can be answered by reading your syllabus.

6. 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.

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. Respect one another when listening to other viewpoints.

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Introduction</td>
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<tr>
<td>August 29</td>
<td>WHAT IS SOCIOLOGY OF EDUCATION?</td>
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<tr>
<td></td>
<td>Mills, <em>The Promise</em> (handout)</td>
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<tr>
<td></td>
<td>B&amp;S xvii-xxiv; B&amp;S pp.1-5; R ix-xi; AE iv</td>
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<tr>
<td></td>
<td>THEORIES OF EDUCATION</td>
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<tr>
<td>August 31</td>
<td>B&amp;S1: <em>Theories in the Sociology of Education</em>, Sadovnik</td>
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<td>September 5</td>
<td>FUNCTIONALIST THEORY</td>
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<td>B&amp;S2: <em>Moral Education</em>, Durkheim</td>
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<td>AE21: <em>Seven Worlds of Moral Education</em>, Joseph &amp; Efron</td>
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<td>B&amp;S3: <em>The School Class as a Social System</em>, Parsons</td>
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<td>AE12: <em>Teaching Against Idiocy</em>, Parker</td>
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September 7  

**CONFLICT THEORY**

B&S4: *Conflict Theory of Educational Stratification*, Collins

B&S6: *Schooling in Capitalist Societies*, Bowles & Gintis

AE32: *Challenging the Assumptions of the Achievement Gap*, Ramirez & Carpenter

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September 12  

**INTERACTIONIST THEORY**

B&S7: *Bridges to the Future: Contributions of Qualitative Research to the Sociology of Education*, Reihl

B&S29: *Everyday Schooling and the Elaboration of Race-Gender Stratification*, Grant

AE27: *Dealing with Rumors, Secrets, and Lies: Tools of Aggression for Middle School Girls*, Lane

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September 14  

**LIBRARY DAY: Meet Darlene Brooks in Barrett Library**

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September 19, 21  

**SOCIOLOGICAL RESEARCH METHODS IN EDUCATION**

R2: *Methodological Issues*

AE7: *Spinning the Message on NCLB*, Lewis

AE9: *The 36th Annual Phi Delta Kappa/Gallup Poll of the Public’s Attitudes Toward the Public Schools*, Lowell & Gallup

B&S7: *Bridges to the Future: Contributions of Qualitative Research to the Sociology of Education*, Reihl

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September 26, 28  

**PARENTS, FAMILY, HOMES, AND CAPITAL**

R3: *Differences Between Homes*


AE2: *Parents Behaving Badly*, Gibbs

AE33: *The Challenge of Diversity and Choice*, Glenn

AE36: *Vouchers For Parents: New Forms of Education Funding*, Alexander
October 3, 5

**SCHOOLS AS ORGANIZATIONS**

B&S, *Schools as Organizations and the Roles of Teachers*, pp.73-75

B&S8: *How Schools Work*, Barr & Dreeben

B&S9: *School Size and the Organization of Secondary Schools*, Lee

AE14: *How Schools Sustain Success*, Chrisman

October 10, 12

**THE ROLES OF TEACHERS AND CLASSROOM MANAGEMENT**

B&S10: *Teaching in America: The Slow Revolution*, Grant & Murray

B&S11: *The Status of Teaching as a Profession*, Ingersoll

AE25: *The Key to Classroom Management*, Marzano & Marzano

AE26: *Reach Them to Teach Them*, Tomlinson & Doubet

AE37: *First Year Teaching Assignments: A Descriptive Analysis*, Andrews & Quinn

October 17

**Fall Break: No Class**

October 19, 24, 26, 31

**DIFFERENCES BETWEEN SCHOOLS**

R4, *Differences Between Schools: The Early Years*

R5, *Differences Between Schools: The Current Years*


B&S12: *Real School: A Universal Drama Amid Disparate Experience*, Metz

B&S30: *Deepening Segregation in American Public Schools*, Orfield et al.

AE16: *No Child Left Behind: The Illusion of School Choice*, Snell

AE24: *Public Schools and the Public Good*, Alexander
November 2, 7, 9

DIFFERENCES WITHIN SCHOOLS

R6: Differences Within Schools

AE4: Pell Grants Vs. Advanced Placement

B&S, Social Stratification and Schools, pp. 245-248

B&S25: American Schooling and Educational Inequality: A Forecast for the 21st Century, Gamoran

B&S28: Gender and Education in the United States, Spade

R7: Peer Group Differences

B&S15: Act Your Age! A Cultural Construction of Adolescence, Lesko

November 14, 16, 21

THE INFORMAL SYSTEM AND THE HIDDEN CURRICULUM

B&S, The Informal System and the Hidden Curriculum, pp.119-122

B&S13: The Moral Life of Schools, Jackson et al.

B&S13: Learning the Student Role: Kindergarten as Academic Boot Camp, Gracey

B&S18: Romeo and Juliet Were Just Good Friends, DelFattore

B&S34: Understanding Cultural Diversity and Learning, Ogbu

B&S35: Equitable Classrooms in a Changing Society, Cohen

AE31: Learning to Teach in Urban Settings, Duarte and Reed

November 23

Thanksgiving Break: No Class

November 28,30

EDUCATIONAL REFORM AND CHANGE

December 5

R1: Equality and Achievement in Education, pp. 1-7 & 28-30

R8: Maximizing Achievement And Equality

B&S, Educational Reform and Change, pp. 455-458
B&S47: Beyond College for All: Career Paths for the Forgotten Half, Rosenbaum

AE10: Tradeoffs, Societal Values, and School Reform, Rotberg

AE12: School accountability: An Alternative to Testing, Jones

AE15: A Case for School Connectedness, Blum

AE40: Building a Community of Hope, Sergiovanni

December 9 Critical Educational Autobiography due on Saturday by 8pm