

**SOC 2820**  
**Sociology of Education**  
**Dr. Lisa New Freeland**  
**Fall 2012**

---

Office: Blair Hall 3130  
Phone: 581-8365  
Email: [lnewfreeland@eiu.edu](mailto:lnewfreeland@eiu.edu)

Office Hours: MW 2-3, WF 11-12  
and by apt.

This course is designed to be a sociological analysis of education as a distinct social institution with an emphasis on the complex organizational structure, the relationship between the educational system and the individual as well as other institutions, and the process of social change as it applies to the system of education. There are no prerequisites to this course so an introduction to basic sociology vocabulary will also be provided as the content moves forward. Discussion is encouraged as students from many different disciplines will come together for this course population and can provide differing perspectives on the topics at hand.

Course Objectives

This course is designed to provide each student with the tools necessary to:

1. Students will demonstrate an understanding of education as a distinct social institution within society.
2. Students will identify the existing relationships both within the educational system and between the educational system and other social institutions.
3. Students will recognize and critically examine the impact of the educational process on the reality of the individual.
4. Students will identify and critically examine social change within education.
5. Students will identify educational choices available throughout the United States and the implications of such choices on individual social status.

Texts:

Ballantine, J. and F. Hammack. 2012. *The Sociology of Education: A systematic Analysis*, 7th Ed. Boston: Pearson.

Evaluation

3 Unit exams and 1 final exam equally weighted to 20% of final course grade with an additional 4 essays done in class for the remaining 20%. (Six essays will be given and the top four scores will be counted. There are no essay makeups.)

A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=<60%

## Exam Questions

To check my expectations against yours regarding evaluation, I encourage you to write multiple choice or true/false exam questions and submit them to me for review. Questions may come from the reading, class lectures, or class discussions. If I use your question on the test, you will get extra credit on the exam (and that should be a question you get correct.) Your submission must be typed with the correct answer noted and turned in one week prior to the exam. I will use up to ten student questions per exam.

## Class Policies

*Attendance* is expected at each class meeting. Material provided will extend beyond the information in the text. As it is impossible to evaluate each piece of information on an exam, your presence is vital to a comprehensive understanding of the material. You are responsible for all material, announcements, and decisions made in class regardless of your attendance. Find a buddy, make a friend, form a group.

*Your participation* is expected at each class meeting. I will be prepared for an hour of education and thought provoking discussion. Each student should be prepared both with readings and frame of mind. The emphasis in this course is on education rather than evaluation.

*Academic dishonesty* in any form (including cheating and plagiarism) will not be tolerated. Please review department and university guidelines on this subject. In this course any infraction of academic dishonesty results in a failing grade for this course and could lead to further action by the university such as expulsion. Consequences will be decided according to the severity of the offense. Every incident is reported to the Department of Judicial Affairs regardless of severity.

*Exams* will be taken at the appointed time unless you have extreme documented circumstances and have notified me prior to the scheduled exam. If you are late to an exam, you have only the time remaining in which to complete the exam. If you arrive after someone has completed the exam and left the room, you have missed the exam and will receive a zero. All make-ups are to be completed during finals week.

*Excused absences* due to school sponsored activities are handled according to university policy. You should notify me in advance.

*Accommodations* are made for students with special needs per the guidelines of the Office of Disability Services. Please provide your documentation and see me to make arrangements.

If by some extreme circumstances I should be late to class, I ask that you wait fifteen minutes. If by that time I have not arrived nor have you been given a message by departmental faculty or staff, you are free to leave.

To ensure that the classroom environment is conducive to learning, the following *behaviors are prohibited* in sociology and anthropology classes: Eating, sleeping, reading unrelated materials, exiting and reentering during class, tardiness, discussions not assigned by the professor, and littering.

If you have *questions*, need further explanations, or require additional help with the material, please see me as soon as possible. As with most college courses, this material builds upon itself. Waiting for help puts you at an immediate disadvantage for future content.

TENTATIVE COURSE OUTLINE with the week's topic and readings; exams are held on Fridays

Week 1

Course Overview; Basic overview of the breadth and depth of literature in the sociology of education.

EDUCATION AS AN INSTITUTION

Week 2

What is an open systems approach?

Reading: *Chapter 1*

Week 3

How do educational systems work?

Readings: *Chapter 2*

Week 4

How do schools stratify us?

Readings: *Chapter 3*

Week 5

What is the impact of education on identity? EXAM 1

Readings: *Chapter 4*

EDUCATION, THE INDIVIDUAL, AND IDENTITY

Week 6

How do we analyze education as a distinct institution?

Readings: *Chapter 5*

Week 7

What is the formal school structure?

Readings: *Chapter 6*

Week 8

How do students engage in the formal structure?

Readings: *Chapter 7*

Week 9

What is the informal structure of school? EXAM 2

Readings: *Chapter 8*

## EDUCATION AND OTHER INSTITUTIONS

### Week 10

How does this institution engage with other societal institutions?

Readings: *Chapter 9*

### Week 11

Higher Education as a case study.

Readings: *Chapter 10*

### Week 12

Global perspectives of education

Readings: *Chapter 11*

### Week 13

Global perspectives of education, EXAM 3

Reading: *Chapter 12*

## EDUCATION: SOCIAL CHANGE AND INDIVIDUAL CHOICES

### Week 14

Reform, Reform, Reform, and Reform again...

Readings: *Chapter 13*

### Week 15

Mosaic of School Choices

Please note exam dates:

Exam 1: Education as a social institution

Sep 21

Exam 2: Impact of system of the individual

Oct 19

Exam 3: Relationship w/ other institutions

Nov 16

Exam 4: Educational choices and social change

Tuesday Dec. 11 8am-10am

### Disabilities Statement

Students with documented disabilities are encouraged to contact the Office of Disability Services (581-6583) if they wish to discuss any necessary academic accommodations.

### Medical Emergencies Statement

For medical emergencies, go to the nearest phone and call 911. All faculty offices have telephones and during normal business hours (8-12 and 1-4:30), the Sociology Office (Blair 3170) is open. Be sure to state the floor and room number of the emergency to the 911 operator. If possible, someone should go to the central entrance of Blair Hall to direct EMS personnel to the medical emergency scene. If the medical emergency is on the second or third floor, someone else should hold the elevator on the first floor for EMS use.

### Tornado Statement

In case of a tornado warning, proceed to the center of the hallway on the first floor, near the posted severe weather signs. Under no circumstances should you attempt to leave the building.

### Building Fire Statement

In case of fire, activate the fire alarm and exit the building. When a fire alarm sounds, everyone must exit the building and cannot re-enter the building until allowed by the building coordinator or fire department official. Fire alarms are located at the north and south ends of the corridors just inside the fire doors. The closes exits for all classrooms in Blair are on the north and south ends of the building. Under no circumstance should the elevator be used. Group assembly areas for all classes in Blair are either on the patio area between Blair and Old Main or on the southeast corner of the North Quad. As you exit the building, continue moving well away from the exits so that you do not impede the egress of other students of the work of fire officials. Move a safe distance away from the building.