

SOC 2820
Sociology of Education
Dr. Lisa New Freeland
Spring 2009

Office: Blair Hall 3130
Phone: 581-8365
Email: lnewfreeland@eiu.edu

Office Hours: MWF 9am-10am
Tues 10am-11am
and by appt.

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 J. Spade. 2008. *Schools and Society: A Sociological Approach to Education*, 3rd. Ed. Los Angeles: Pine Forge.

Evaluation

4 Exams equally weighted to 25% of final course grade

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

Exams are composed of 40 multiple choice/true-false questions worth 2 points each and two essays worth a maximum of 10 points each.

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, you will get extra credit on the exam (and that should be a question you get correct.) Your submission must be legibly written or typed with the correct answer noted with your name in view. 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

Jan 13 & 15

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

Reading: The Textbook Intro

Getting Started: Understanding Education Through Sociological Theory, Ballantine and Spade
Contemporary Perspectives in the Sociology of Education, Sadovnik

Jan 20 & 22

Recognizing the components of a social institution and understanding them within the system of education

Reading: *How Schools work*, Barr and Dreeben

Jan 27 & 29

The organization of education, Exam 1

Readings: *The School Class as a Social System*, Parsons;
The Structure of Educational Organizations, Meyer and Rowan

Feb 3 & 5

Examining the relationship between education and the economy

Readings: *Schooling in a Capitalist Society*, Bowles and Gintis;
No Child Left Behind, Borman and Cotner
Disparities Within, Condrón and Roscigno

Feb 10 & 12

Examining the relationship between education and the labor force

Readings: *The Achievement Gap*, Rothstein
The status of teaching as a profession, Ingersoll and Perda

Feb 17 & 19

Examining the relationship between education and polity

Readings: *Charter Schools and Public Good*, Renzulli and Roscigno;
America in World War II, Foster and Nicholls

Feb 24 & 26

Higher Education as a case study, exam 2

Readings: *The stratification of the Academy*, Gamson;
Reshaping the university in an Era of Globalization, Carnoy and Rhoten

Mar 3 & 5

The impact of education on concepts of self and identity as a whole

Readings: *Learning the Student Role: Kindergarten as Boot Camp*, Tracey,
Straddling Boundaries, Carter

Mar 10 & 12

Education and race

Readings: *How Race and Education are Related*, Persell;
Moments of Social Inclusion, Lareau and Horvat

Mar 24 & 26

Education and class

Readings: *Adolescents' Extracurricular Participation in Context*, Guest and Schneider
Schools: The Great Equalizer and the Key to the American Dream, Johnson

Mar 31 & Apr 2

Education and gender, Exam 3

Readings: *Tuck in that Shirt*, Morris;
Gender and Education, Mickelson

Apr 7 & 9

Choices in educational systems and formats

Readings: *Tracking in Mathematics and Science*, Spade, Columba, and Vanfossen
Real School, Metz

Apr 14 & 16

The history of change in the educational system

Reading: *Tinkering Upon Utopia: A Century of Public School Reform*, Tyack and Cuban

Apr 21 & 23

Modern reform discussions

Readings: *Radical Possibilities: Putting Education at the center*, Anyon
Deschooling Society, Illich

Apr 28 & 30

Educational change in international frameworks

Readings: *Education and Social Stratification Processes in Comparative Perspective*,
Kerckhoff;
Wider Contexts and Future Issues; Rohlen.

Please note exam dates:

Exam 1: Education as a social institution

Jan 29

Exam 2: Relationship w/ other institutions

Feb 26

Exam 3: Impact of system of the individual

Apr 2

Exam 4: Educational choices and social change

May 6 10:15am