Eastern Illinois University
New Course Proposal
SOC 2820, Sociology of Education

Please check one:  ☒ New course   ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number:  SOC 2820
2. Title:  Sociology of Education
3. Long title:
4. Class hours per week, lab hours per week, and credit:  (3-0-3)
5. Term(s) to be offered:  ☒ Fall  ☐ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering:  ☐ Fall  ☒ Spring  ☐ Summer  ☐ Year 2008
7. Course description:  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 social institutions, and the process of social change as it applies to the system of education.
8. Registration restrictions:
   a. Identify any equivalent courses:  none
   b. Prerequisite(s):  none
   c. Who can waive the prerequisite(s)?
      ☐ No one   ☐ Chair   ☐ Instructor   ☐ Advisor   ☐ Other (Please specify)
   d. Co-requisites:  none
   e. Repeat status:  ☒ Course may not be repeated.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  none
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  none
9. Special course attributes:  none
10. Grading methods (check all that apply):  ☒ Standard
11. Instructional delivery method:  lecture

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   1. Students will identify education as a distinct institution within society.
   2. Students will identify the existing relationships both within the educational system.
   3. Students will identify the existing relationships between the educational system and other social institutions.
   4. Students will describe and critically examine the impact of the educational process on the reality of the individual.
   5. Students will identify and critically examine social change within education.
   6. Students will identify educational choices available throughout the United States and the implications of such choices on individual social status.

a.  This is not a general education course.
b. This is not a graduate-level course.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Exams composed of 80% true/false and multiple choice and 20% essay will be used to determine accomplishment of learning objectives.

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>Multiple choice and true/false exam</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education as a social institution</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Relationships w/in the educational system</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Relationships w/ other social institutions and the educational system</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Impact of the educational system on the individual</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Education and social change</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Identify educational choices</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course:

4 exams at 25% each will be used to determine final grades for the course.

4. This course is not technology-delivered
5. This course is not for graduate credit.
6. This course is not writing-active, writing-intensive, or writing-centered.

PART III: OUTLINE OF THE COURSE
This course is designed for 150 minutes per week across a regular semester session.

Week 1
Course Overview; Basic overview of the breadth and depth of literature in the sociology of education.
Reading: *Theories in the Sociology of Education*, Sadovnik

Week 2
Recognizing the components of a social institution and understanding them within the system of education
Reading: *How Schools work*, Barr and Dreeben

Week 3
The organization of education, Exam 1
Readings: *School Size and the Organization of Secondary Schools*, Lee;
*The Structure of Educational Organizations*, Meyer and Rowan

Week 4
Examining the relationship between education and the economy
Readings: *Schooling in a Capitalist Society*, Bowles and Gintis;
*How much Money Matters, the effect of school district spending on academic achievement*, Wenglinsky

Week 5
Examining the relationship between education and the labor force
Readings: *Teaching in America: The Slow Revolution*, Grant and Murray;  
*The status of teaching as a profession*, Ingersoll

**Week 6**  
Examining the relationship between education and polity  
Readings: *Public Schools and Public Good*, Alexander;  
*Global Challenges and National Response*, Altbach and Davis

**Week 7** Higher Education as a case study, exam 2  
Readings: *The stratification of society*, Gamson; *The Soul of a New University*, Levine

**Week 8** The impact of education on concepts of self and identity as a whole  

**Week 9** Education and race  
Readings: *Everyday Schooling and the elaboration of Race-Gender Stratification*, Grant;  
*Deepening Segregation in American Public Schools*, Orfield, at al.

**Week 10** Education and class  
Readings: *American Schooling and Educational Inequality*, Gamoran;  
*Equitable Classrooms in a changing society*, Cohen

**Week 11** Education and gender, Exam 3  
Readings: *Through the Back Door: The History of Women’s Education*, Sadker and Sadker;  
*Gender and Education in the United States*, Spade

**Week 12** Choices in educational systems and formats  
Readings: *School Selection as a process*, Saporito and Lareau;  
*Real School*, Metz

**Week 13** The history of change in the educational system  
Reading: *Tinkering Upon Utopia: A Century of Public School Reform*, Tyack and Cuban

**Week 14** Modern reform discussions  
Readings: *Beyond College for All*, James Rosenbaum;  
*Deschooling Society*, Illich

**Week 15** Educational change in international frameworks  
Readings: *Education and Social Stratification Processes in Comparative Perspective*, Kerckhoff;  
*Wider Contexts and Future Issues*, Rohlen.

**PART IV: PURPOSE AND NEED**

1. Explain the department’s rationale for developing and proposing the course.  
As the number and diversity of sociology majors continue to remain high, so does our need to offer a variety of substantive electives that match expectations within the discipline. One potential area of growth that has been identified is the study of specific social institutions. Courses covering family, work, criminal justice, politics,
and healthcare are already being covered. One apparent omission is that of education. The addition of this course will better align us with departmental offerings in our peer institutions.

a. This is not a general education course.
b. The course is not technology delivered.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. As this course will provide an introduction to education as an example of a social institution, it requires no prerequisites and will be listed at the 2000 level, in line with other introductory level sociology courses.

3. If the course is similar to an existing course or courses, justify its development and offering. While two EDF courses spend a significant amount of time examining education within a social context, both address the topic in a very different way and with different expected populations and outcomes. EDF 2555, Diversity of Schools and Societies, is a course for practical application by future teachers in understanding the role and power of cultural identity in the classroom. EDF 4450, Philosophy and History of Education, examines the historical foundations of leading educational theories. This course will extend far beyond cultural identity or any other particular concept for use in the classroom and will examine sociological, not educational, theories.

a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A
b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. 
   This course will be counted as an accepted disciplinary elective for sociology majors and minors.
b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

PART V: IMPLEMENTATION
1. Faculty member(s) to whom the course may be assigned: Lisa New Freeland or another qualified sociology faculty member.
2. Additional costs to students: none
3. Text and supplementary materials to be used (Include publication dates):

PART VI: COMMUNITY COLLEGE TRANSFER
A community college course may be judged equivalent to this course

PART VII: APPROVALS

Date approved by the Sociology-Anthropology Department  Nov 6, 2006

Date approved by the College of Sciences Curriculum Committee  Jan 26, 2007