

SOCIOLOGY OF EDUCATION

AFR 321L, SOC 321L, WGS 345

Uniques: 30500, 44300, 45680

What materials do I need?

The required textbook reader for this course is **The Structure of Schooling: Readings in the Sociology of Education, 3rd Edition**. Both new and used copies, as well as ebook and rental options, are available online.



Additional readings will be available on Canvas. Make sure to bring your course reader and any other assigned readings to each class session.

Canvas will also have:

1. Online discussion forum
2. Weekly reading quizzes
3. Assignment guidelines
4. Gradebook
5. Important announcements
6. Links to collaborative notes or study guides (if available)

We will also be using the **Flipd** mobile app (available for Android and iOS) to measure engagement and attendance. See page 5 for details, cost, and download instructions.



Credit: Leffler, Warren K., photographer

What is this course about?

The goal of this course is to ask some fundamental questions about the relationship between education and society. To answer these questions, we will take an in-depth look at the structures, practices, social contexts, and outcomes of schooling. We will examine the purpose and role of schools, explore the linkages between schools and social stratification, discuss how various schooling outcomes are produced, and consider sociological perspectives on contemporary educational inequality and reform. You will have many opportunities to reflect upon your own educational experience and worldview, while also thinking critically about how various social forces have come to shape your schooling experiences, and how these experiences may differ from that of your peers, as well as that of other young adults around the country.

What is expected of me?

- Complete the weekly **reading assignment**
- Take the weekly **reading quiz**
- Engage in weekly **online discussion**
- Attend class, Flip off, and participate
- Complete the two **reflection papers**
- Study for and take the two **exams**

Reading Quizzes

Almost every week throughout the semester, you will have a short quiz in class on material covered in the readings. You will be allowed to refer to your notes while taking the quiz, but not the readings or text. There are no make-ups for quizzes; however, at the end of the semester, I will drop your two lowest quiz grades.

Online Discussion

Each student will sign up for one week. During your week, you must come up with at least one discussion question for each class day. To receive credit, your question must: 1) relate in some way to the assigned reading for that day, AND 2) demonstrate at least some level of effort and thoughtfulness. Each question must be posted in the appropriate forum by noon on the day before class (e.g., 12 pm on Monday for Tuesday classes). In each of the remaining discussion weeks, you must respond to at least one discussion question posted by a classmate. To receive credit, your reply must: 1) contribute new knowledge, provide a different perspective, or



Credit: Jeff Dray, Photographer

correct another reply, AND 2) demonstrate at least some level of effort and thoughtfulness. Forums will remain open for comments until two hours before class. Discussion posts that repeat what has already been asked or said or that are submitted after the deadline will not be graded.

How do I contact my professor or TA?

Professor: Dr. Yasmiyn Irizarry

Pronouns: she/her/hers

Note: I hold 'group-style' office hours. You are welcome to drop-in, even if you're not sure of what to ask or how to ask it! If you have a grade or personal concern, it is best to email me for an individual appointment.

How is my performance assessed?

Your final course grade will be determined as follows:

Participation/Engagement	5%
Top five quiz grades	8%
Next five quiz grades	5%
Reading Quizzes	13%
Discussion questions	2%
Discussion responses	10%
Online Discussion	12%
Reflection paper 1	15%
Reflection paper 2	15%
Reflection Papers	30%
Exam 1	20%
Exam 2	20%
Exams	40%

What is the Grading Scale?

Letter	Percentage
A	93 – 100
A -	90 – 92.9
B +	87 – 89.9
B	83 – 86.9
B -	80 – 82.9
C +	77 – 79.9
C	73 – 76.9
C -	70 – 72.9
D +	67 – 69.9
D	63 – 66.9
D -	60 – 62.9
F	< 60

Reflection Papers

You will be expected to write two reflection papers, one related to readings and concepts covered before the first exam, and another related to readings assigned after it. In each reflection paper, you will be asked to summarize and synthesize readings, incorporate concepts from class discussion, and make connections to either your personal experiences in school, a preconceived notion that you had about the education system, or a current educational issue, event, or policy that you are interested in. Detailed instructions and submission guidelines can be found on Canvas.

Exams

You will take two exams. Exam 1 will cover topics from the first half of the course, and Exam 2 will cover topics from the second half of the course. Each exam will include a combination of multiple choice, definitions, and short essay questions.

Food for Thought



Credit: MaxPixel.net

What are the class expectations and policies?

I am committed to making this classroom a space where you can be creative, give in to your inner curiosity and ask questions, openly and honestly discuss course material and assignments, examine your thought processes and reason through arguments, safely explore beyond your personal and intellectual comfort zones, and learn not only from me, but also from yourself and each other.

Respect for Others

As a student, you are expected to work individually and with others, to be respectful of individual differences, and to create an atmosphere that is safe and open to diverse perspectives. Personal attacks, comments, or postings that belittle, degrade, or ridicule another, whether based on individual or cultural differences, are unacceptable. Any student who engages in bullying behavior during class will be asked to leave.

Participation and Engagement

This course requires active participation, which is crucial to your success in becoming a critical thinker. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom activities and discussion, and putting your best effort in both formal and informal assignments.

Personal Pronouns

Class rosters provided by the university have your legal name. I will gladly honor your request to address you by a different name, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

What can I do to succeed in this course?

1. Attend all your classes, pay attention, and take good notes.
2. Use a planner or digital assistant to help you stay organized.
3. Connect with your professor or TA during office hours.
4. Dedicate about 6 hours outside of class each week for reading, completing assignments, and reviewing your notes.
5. Do assigned reading before taking the reading quiz.
6. Submit your online discussion questions and replies early so you don't forget.
7. Ask questions, ask questions, ask questions...and then ask more questions. In addition to helping you learn, research shows that asking questions increases your likability, so don't be afraid to ask them!



Course & University Policies

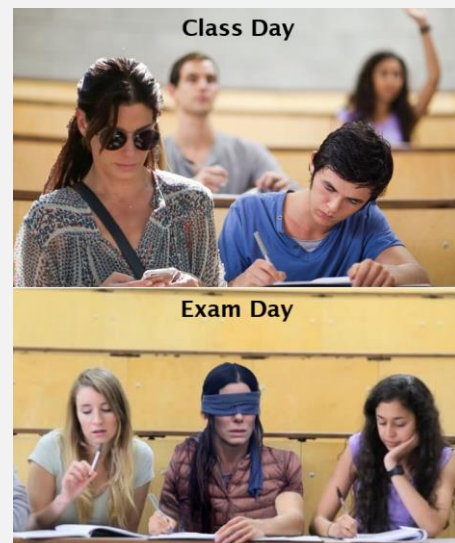
Flipd

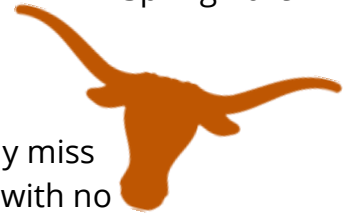
We will be using the Flipd app (<http://www.flipdapp.co/>) in class to measure engagement and attendance. You're responsible for using the Flipd app in every class to earn this credit. While you're "Flipd Off", you can still receive an emergency phone call or text (which I would expect you to take in the hall outside the classroom anyway). Flipd sends me a full summary of your participation each class, so if you've had Flipd on for pretty much the whole class I will give you the credit. Up to 50% of your participation grade in class will be based on how much time you spend Flipd Off and your engagement with Flipd polls outside of class. The remaining 50% is based on your active participation in class. The cost to join Flipd for the semester is \$7.99. You can redeem a 30% discount by purchasing Flipd at this link: <https://dashboard.flipdapp.co/Students/ClassAccess> (use this case-sensitive promo code: FLIPDJAN30). Having problems with the app? Use the in-app chat to get assistance, send an email to info@flipdapp.co, or visit their FAQ website here: <https://intercom.help/flipdapp/for-students>. **NOTE:** If you do not have a compatible mobile device, contact me as soon as possible to discuss alternatives.

Download instructions: From your phone, visit the Google Play Store or the App Store and search Flipd. Sign into the Flipd app with your email address, Google, or Facebook account. Once logged in you must join our class by entering this 5-digit code (46924). You will need to login and join our class by noon on Tuesday, January 29.

Tech Etiquette Policy

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, tablet, laptop, etc. makes noise or is visually distracting during class. For this reason, I ask that you put away any technology that is not in use and keep your mobile devices silent and out of sight. While not recommended, you may use laptops or tablets in this class to consult online readings or take notes; however, any other use of these devices is strictly prohibited. If you choose to use your laptop or tablet in class, please sit in one of the side sections of the lecture hall, and make sure to turn the sound off before class begins so that you do not disrupt other students' learning.





Attendance

Attendance will be taken at the beginning of each class. You may miss up to **four** class days (regardless of the reason for the absence) with no penalty. For each additional absence beyond four absences, I will deduct 3 percentage points from your final grade. There is no exception to this policy. If you do not plan to attend regularly, you should not take this class. Students who miss class will be responsible for any material covered that day.

Late Work and Make-Up Policy

Late work will be handled on a case-by-case basis. Please communicate with me if you are having problems keeping to the schedule. It is better to talk through problems than ignore them.

Reading Quizzes. There are no make-ups for missed quizzes, but you can miss two without penalty.

Discussion Questions. Make-ups for missed discussion questions are only offered with proper documentation of a UT-sanctioned absence. Email me as soon as possible to discuss.

Discussion Responses. There are no make-ups for missed discussion responses, but you can skip two weeks without penalty.

Exams. Make-up exams are only offered with proper documentation of a UT-sanctioned absence. Email me as soon as possible to discuss.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Religious Holy Days

UT Austin policy requires that you notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Incompletes

In accordance with departmental and university policies, I will not grant an incomplete except in cases with unusual circumstances.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Academic Integrity

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each student in the course is expected to abide by the University of Texas Honor Code: *"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."* Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php.

University Resources for Students

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. Also, please notify me as quickly as possible if the material being presented are not accessible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.



Credit: CollegeDegrees360

<http://www.cmhc.utexas.edu/individualcounseling.html>

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Class Schedule (CR = Course Reader, CV = Canvas)

	Topic	Date	Reading
1	Introduction	Jan 22	
	Status Attainment & Social Mobility	Jan 24	CR: Weber pp. 14-16; Sorokin pp. 17-20; Turner pp. 21-32.
2	Forms of Capital in Education	Jan 29	CR: Becker pp. 42-43; Lamont & Lareau pp. 44-59; Coleman & Hoffer pp. 60-68.
	The Role of Education in Society	Jan 31	CR: Waller pp. 77-83; Collins pp. 84-100. CV: Gracey 1975.
3	Education as an Institution	Feb 5	CR: Meyer pp. 634-649; Roska & Arum pp. 756-762. CV: Kamens 1977.
	Authority, Power, Credentials, & Markets	Feb 7	CR: Brint & Karabel pp. 650-659. CV: Karen 2012; Cottom & Tuchman 2015.
4	The Organization of Schools & Districts	Feb 12	CV: Barr & Dreeben 1991; Gamson & Hodge 2016; Kerr 1964.
	Ideology, Power, & Pedagogy	Feb 14	CR: Portes pp. 728-732. CV: Loewen Chap. 11; Ladson-Billings 2003; Delpit 1988.
5	Social Class	Feb 19	CR: Lareau pp. 336-355; Khan pp. 120-135. CV: Jack 2016.
		Feb 21	CR: Reardon pp. 288-293; Stevens pp. 686-693. CV: Reeves Chap. 1; Stancil 2018.
6	Gender	Feb 26	CR: Thorne pp. 462-469; Apple pp. 470-480. CV: Lee, Marks & Byrd 1994; Gansen 2017.
		Feb 28	CR: Pascoe pp. 509-519; Kimmel & Mahler pp. 582-597. CV: Morris 2008.
7	Youth at the Margins	Mar 5	CV: Griffin & Ouellett 2003; Tierney & Ward 2017; GLSEN 2011 Climate Study pp. xi-xx.
		Mar 7	CR: Gonzalesa pp. 709-727. CV: Gonzalez 2009; Pinson & Arnot 2007.
8	Review	Mar 12	
	Exam 1	Mar 14	

	Topic	Date	Reading
9	Brief History of Desegregation & Resegregation	Mar 26	CV: Kucsera & Orfield 2014 Excerpt; Heilman 2017; Cuban 2008 Excerpt.
		Mar 28	CR: Orfield, Kucsera & Siegel-Hawley pp. 181-222. CV: Chemerinsky 2003; Reardon & Owens 2014.
10	White Flight & the Rise of School Choice	Apr 2	CV: Porter, Howell & Hempel 2014; Andrews 2002; Dougherty 2012; Wilson 2016; Reeves et al 2017.
		Apr 4	CV: Goldring and Smrekar 2000; Abdulkadiroglu et al 2014; Rodriguez 2018 pp. 1-43; Irizarry 2017.
11	Privatization & The Education Marketplace	Apr 9	CV: Kelly 2013; Bonastia 2013; Renzulli & Roscigno 2007; Kretchmar 2014.
		Apr 11	CV: Bartlett et al 2002; Pearman & Swain 2017; Saporito 2003.
12	Education Funding & Divestment	Apr 16	CV: Ford, Johnson & Partelow 2017; Posey-Maddox 2016; Rodriguez 2018 pp. 44-81, Statesman Editorial Board 2019.
		Apr 18	CV: Shaw 2017; Bonastia 2009; Ewing 2018 Chap. 4, Siegel-Hawley, Frankenberg & Diem 2018.
13	Racialized Tracking & Deficit Discourse	Apr 23	CR: Tyson pp. 234-258; Oakes pp. 259-267. CV: West 1994; Carter 2015.
		Apr 25	CR: Fordham & Ogbu pp. 366-372; Tyson, Castellino & Darity pp. 373-386; Carter pp. 387-404; Ispa-Landa pp. 491-508
14	Racial Ideologies in Education	Apr 30	CV: Lee & Zhou 2014; Wing 2014; Irizarry & Cohen 2018; Hwang 2005.
		May 2	CR: Lewis pp. 419-436; Perry pp. 437-453. CV: Cobb 2017; Woody 2018.
15	Race, Discipline, & Social Control	May 7	CR: Lopez pp. 481-489. CV: Skiba et al. 2002; Gilliam et al 2016, Welch & Payne 2010.
	Race, Disability & Special Education	May 9	CV: Morgan et al. 2015; Skiba et al. 2016; Morgan et al. 2017; Aviv 2018.

Note Regarding Syllabus Changes: The following schedule is **tentative** and may vary depending on class discussions and feedback. I reserve the right to make changes to the schedule of readings and/or lectures during the course of the semester and will announce these changes both in class and on Canvas. You should have all assigned readings completed *before the beginning of class* on the date listed.

Appendix: The Meaning of Grades

For students, the grading process can be a mystery. After completing your essay or exam, it may seem that they are sent off to a place where grades magically appear at random. I want to assure you that this is not the case. Just as you put time and effort into completing your assignments and exams, I put time and effort into grading them. This means that I *do* read every word of your essays, papers, and exam answers. Whenever possible, I will have detailed grading rubrics that allow me to deduct points in the same way from each student's exam. In the case of response essays, in which a specific grading rubric is not practical, the following describes my view on what makes an answer worth each letter grade:

- A** Work surpasses the requirements of an assignment by adding new insights, creativity, and/or particularly thoughtful analysis or applications. In "A" answers, students demonstrate a complete understanding of the course material, have clearly stated purposes, and support their ideas with examples when appropriate. Few changes, corrections, or suggestions can be made regarding the accuracy of information or the effectiveness of communication.
- B** Work meets the requirements of the assignment. In "B" answers, students demonstrate a solid command of the course material, support their ideas with examples when appropriate, state their purposes, and apply concepts to another context if applicable. "B" work is clear and effective, has good organization, and has clearly expressed ideas.
- C** Work partially meets the requirements of the assignment. In "C" answers, students demonstrate an acceptable command of the course material and a basic ability to apply concepts, support their ideas, and state their purposes. A "C" may indicate work that has some gaps and errors or communication that is inconsistent or difficult to follow.
- D** Work marginally meets the requirements of the assignment and has many areas that need improvement. Often "D" work indicates an attempt to merely repeat the material from class discussions without further insight or consideration.
- F** Work does not meet the requirements of the assignment. "F" work is consistently weak, reflecting little thought or effort.