

SOC 321L (44304) ▪ AFR 321L (30504) ▪ WGS 345-23 (45684)

Sociology of Education

Spring 2019

M, W 10 – 11:30 AM • GDC 2.502

Instructor: Kelly Goran Fulton, Ph.D.

Email: Contact me via the Canvas Inbox.

Office hours: Tuesdays 12:30 – 2:30 pm, and by appointment

Office location: RLP 3.612

Overview

This course examines education from a sociological perspective. We will use various theories to explore the institution of education, going beyond our own individual experiences with education. Specific topics include public education; stratification within and between schools; and educational reform. The primary focus will be K-12 education in the United States.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you will read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Required Texts

- Arum, Richard, Irene Beattie and Karly Ford (editors), 2015. *The Structure of Schooling: Readings in the Sociology of Education, 3rd Edition*. SAGE Publications.
- Lareau, Annette. 2011. *Unequal Childhoods: Class, Race and Family Life, 2nd Updated Edition*. Berkeley: University of California Press.

Books available at the Co-op on Guadalupe.

- A collection of readings available on our Canvas course website. Please print and bring to class when we discuss them.
- Students will also be responsible for finding research and news articles for various portions of the class.

Bring required texts to class so we can use them during discussion.

Reading Assignments

Readings are assigned for most class periods. **I expect you to read the assigned material prior to class.** This is an upper-division course, and requires more than a cursory read. I purposely selected a modest number of readings because I think it is important to understand something more deeply rather than to skim over huge quantities of material. I expect that you not only read everything, but that you also think about how the readings complement or contradict one another. What questions occur to you as you read? What is particularly challenging or troubling in the readings? You should come to class prepared to participate, both in small and large groups.

Canvas

I will post various course materials and grades on this site. Check it frequently to stay informed about your progress. I suggest setting your Notifications to ASAP for Conversations. This is how I will communicate with you. (Go to Settings, then click Notifications, then scroll down to select the check mark next to Conversations.)

Attendance, Participation and Classroom Etiquette:

I expect regular attendance. I will do my best to make class time informative and engaging, but as a wise person once said, “It takes two to tango.” Our joint venture will be mutually beneficial and enjoyable with everyone as an active participant. An active participant is someone who has read *and thought about* the reading, and who comes to class ready to participate and ask questions.

Because we have all experienced education (and continue to experience!), and because the study of education is embedded within a context of our own values and beliefs, it is possible that certain issues will spark strong feelings and disagreements. It is important that each of us maintains respect for opinions other than our own and practices good listening skills.

Please arrive on time to class and turn off anything that makes noise. Laptops will be useful during class activities on particular days. Otherwise, leave them at home or in your bag so you can pay full attention.

We all create the classroom together. A large part of that happens during classroom discussions. Come to class ready to listen attentively to your classmates, as well as participate and share your thoughts about the readings and other class experiences.

Evaluation

Portfolio (35%)

A series of short assignments including research article analyses, video reflections, discussion synthesis, and a parental involv.

Literature Review (30%)

Peer Review (10%)

Texas Bill Assignment (15%)

Participation (10%)

Absences will negatively affect the participation grade.

Grades: The final grades will be computed as follows:

Portfolio	140 points	35%
Literature Review	120 points	30%
Peer Review	40 points	10%
Texas Bill Assignment	60 points	15%
Participation	40 points	10%

TOTAL	400 points	100%
--------------	-------------------	-------------

A	94-100%	400 – 376	C+	77-79%	319 – 308
A-	90-93%	375 – 360	C	74-76%	307 – 296
B+	87-89%	359 – 348	C-	70-73%	295 – 280
B	84-86%	347 – 336	D	60-69%	279 – 240
B-	80-83%	335 – 320	F	59% or less	239 - 0
			CR	70% or more	280 +

Note: Please refer to the General Catalog for policies related to adding and dropping courses. You are responsible for understanding how this process works in your particular college.

Grade adjustments:

Grade adjustments MAY be made for those on the borderline between two grades. By borderline I mean those having points that would be rounded up using normal mathematical conventions (**within .5 points**). For example, a student may have points equal to 79.6%. This grade will not result in automatic “bumping up.” In these cases I look at a variety of factors including a student’s participation and performance on papers and exams throughout the semester.

More on grades:

If you are having trouble in the course, please come see me sooner rather than later. *Sooner*: there’s a good chance we can work together to make things better. *Later*: there’s a good chance you will earn a lower grade than you would have liked.

→ *Please do not ask me to give you a higher grade than you earned because you are in a special honors program, or are on academic probation or some other special circumstance.*

Academic Misconduct will not be tolerated and is subject to University policies. The General Catalog of the University of Texas states:

"Scholastic dishonesty" includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act.

These actions may result in a zero on the particular assignment, failure of the course or expulsion from the University. Please see the General Catalog, Sec. 11-802 for further information.

<http://www.utexas.edu/student/registrar/catalogs/gi01-02/app/appc11.html>

All written assignments should be your own work (with the exception of group activities and projects.)

→ *Proper citation of the work of others is essential in all assignments.*

Accommodations:

Please see me at the beginning of the semester if you require learning or testing accommodations.

You will need a letter from the Services for Students with Disabilities (SSD) Office.

Contact them at 512-471-6259 or Videophone 512-410-6644.

<http://diversity.utexas.edu/disability/>

<http://diversity.utexas.edu/disability/how-to-register-with-ssd/>

Religious Holidays:

Notify me of your pending absence two weeks (or as soon as possible) in advance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Resources at UT:

Undergraduate Writing Center

I recommend the Undergraduate Writing Center to those students who wish to improve their writing.

Contact them at <http://uwc.utexas.edu/> or drop-in to set up an appointment. They are located in the

Learning Commons in the Perry-Castañeda library on the second floor (PCL 2.330).

(You've already paid for it with your student fees!)

Sanger Learning Center

The learning center offers classes and workshops, peer academic coaching, and private learning specialist appointments. They also have advice about studying and test-taking on their website.

Check them out at www.utexas.edu/ugs/slc/ or 512-471-3614.

Libraries:

www.lib.utexas.edu

ITS:

www.utexas.edu/its

BeVocal

BeVocal is a university-wide initiative to prevent high-risk behavior and harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

Important Phone Numbers:

Behavior Concerns Advice Line (BCAL): 512-232-5050

24-Hour Telephone Counseling (for UT Students only): 512-471-CALL (2255)

Emergency Information:

Please familiarize yourself with the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

SOC 321 •Dr. Fulton • Spring 2019

Course Schedule

** subject to modification **

Monday	Wednesday
<p><i>Where to find the readings:</i></p> <p><i>ABF: Structures of Schooling by Arum and Beattie, and Ford</i></p> <p><i>Lareau: Unequal Childhoods</i></p> <p><i>Readings marked (Canvas) can be found in Modules</i></p>	<p><i>Jan 23</i></p> <p>Introduction to the course</p> <p>“In all affairs it’s a healthy thing now and then to hang a question mark on the things you have long taken for granted.” — Bertrand Russell</p> <p>▪ Reich, “The Education of the Symbolic Analyst” (Canvas)</p>
<p><i>Jan</i></p> <p>Why are you here? Education and sociology</p> <p>Cook-Sather, “Authorizing Students’ Perspectives: Toward Trust, Dialogue and Change in Education” (Canvas)</p> <p>Prepare educational timeline. See Assignment in Canvas for details.</p>	<p><i>Jan 30</i></p> <p>The Aims of Education</p> <p>ABF 2: Sorokin, “Social and Cultural Mobility” ABF 3: Turner, “Sponsored and Contest Mobility and the School System”</p> <p align="center">AND</p> <p>ABF 42: Grigsby, “College Life Through the Eyes of Students” OR ABF 52: Roksa and Arum, “The State of Undergraduate Learning”</p> <p>Due: Portfolio 1</p>

Monday	Wednesday
<i>Feb 4</i>	<i>Feb 6</i>
History of Public Education ABF 33: Apple, “Teaching and ‘Women’s Work’: A Comparative and Historical Analysis”	ABF 13: Coleman, et al., “Equality of Educational Opportunity: The Coleman Report” Portfolio 2
<i>Feb 11</i>	<i>Feb 13</i>
Texas Democratic Education Platform (Canvas) Texas Republican Education Platform (Canvas) <i>Introduce the Texas Bill Assignment</i> Portfolio 3	Social Class and Education ABF 20, Reardon, “The Widening Income Achievement Gap” ABF 12; Khan, “Privilege” Portfolio
<i>Feb 18</i>	<i>Feb 20</i>
Social and cultural capital Unequal Childhoods: Ch 1-2, 8 Portfolio	Unequal Childhoods: Ch 9-12 Portfolio

Monday	Wednesday
<p><i>Feb 25</i></p> <p>Stratification Between and Within Schools</p> <p>ABF 16: Entwisle, Alexander and Olson, “The Nature of Schooling”</p> <p>Ravitch: Chapter 10 “How Poverty Affects Academic Achievement”</p> <p>Portfolio</p>	<p><i>Feb 27</i></p> <p>Public Education in film</p> <p>Waiting for Superman</p>
<p><i>Mar 4</i></p> <p>Cinematic Sociology excerpt (<i>on Canvas</i>)</p> <p>Portfolio</p>	<p><i>Mar 6</i></p> <p>Tracking</p> <p>ABF 17: Tyson, “Desegregation Without Integration: Tracking, Black Students, and Acting White After Brown”</p> <p>ABF 18: Oakes, “The Distribution of Knowledge”</p> <p>Portfolio</p>
<p><i>Mar 11</i></p> <p>** Literature review draft due**</p> <p>Bring three copies to class for peer review</p>	<p><i>Mar 13</i></p> <p>** DUE: peer review sheets – one copy to paper author, one copy turned in **</p> <p>Group Presentation work day</p>

Monday	Wednesday
	Bring research articles and laptops to use during class.
<i>Mar 18</i> <i>SPRING BREAK – No class.</i>	<i>Mar 20</i> <i>SPRING BREAK – No class.</i>
<i>Mar 25</i> <i>Racial segregation and resource inequalities</i> ABF 15: Orfield, Kuscera, and Siegel-Hawley: “E Pluribus...Separation: Deepening Double Segregation for More Students” Portfolio	<i>Mar 27</i> <i>Education, Inc.</i>
<i>Apr 1</i> Charter Schools Reading TBD <i>Portfolio</i>	<i>Apr 3</i> Texas Education Bills: Part 1 Make sure to attach the text of your bills to your analysis.
<i>Apr 8</i>	<i>Apr 10</i>

Monday	Wednesday
<p>Curricular Conflicts</p> <p><i>Revisionaries</i></p> <p><i>Binder, “Contentious Curricula” (on Canvas)</i></p> <p>** Literature review DUE **</p>	<p>ABF 50: Portes, “English-Only Triumphs, but the Costs are High”</p> <p>Portfolio: Include “Contentious Curricula” and ABF 50</p>
<p><i>Apr 15</i></p> <p>Gender and Education</p> <p><i>Bring a research article about a topic of interest related to gender and education. Use the article preparation form.</i></p> <p><i>Portfolio</i></p>	<p><i>Apr 17</i></p> <p>ABF 36: Pascoe, “Note on a Sociology of Bullying: Young Men’s Homophobia as Gender Socialization”</p> <p>Harper, “Black Male Student Success in Higher Education” (on Canvas)</p> <p><i>Portfolio</i></p> <p>** Literature reviews returned with comments **</p>
<p><i>Apr 22</i></p> <p>What is a good teacher?</p> <p>Darling-Hammond, “A Good Teacher in Every Classroom” (on Canvas)</p> <p>American Teacher</p>	<p><i>Apr 24</i></p> <p>ABF 34: Lopez, “Rewriting Race and Gender High School Lessons: Second-Generation Dominicans in New York City”</p> <p><i>Does race of teacher matter? *Bring a research article that helps answer this question*</i></p>

Monday	Wednesday
<i>Apr 29</i> Group presentations Topics selected by students and readings to be assigned by instructor	<i>May 1</i> Group presentations Topics selected by students and readings to be assigned by instructor
<i>May 6</i> Group presentations Topics selected by students and readings to be assigned by instructor	<i>May 8</i> Class synthesis