



Department of Sociology & Social Work
SOC 475 Sociology of Education
3 Units

Spring 2017

Meeting days: Tuesday & Thursday	Instructor title and name: Daniel Davis
Meeting times: 3:00 – 4:15 pm	Phone: 707-362-0186 (voice message only)
Meeting location: LBRT Conference Room	E-mail: danieldavis@pointloma.edu
Final Exam: TBD	Office location and hours: Rohr Hall #110, after class or by appt
Additional info: Immediately after class or by appointment	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically evaluate social and cultural patterns, and constructively engage as agents of hope.

COURSE DESCRIPTION

Catalogue Description: A study of the social foundations of the American education system and the various community settings where education takes place. Emphasis upon current educational dynamics.

Instructor Elaboration: The purpose of this course is to expose you to some of the most influential thinkers and research in the field. The sociology of education is a substantive sub-field of sociology, and builds on your previous theory and methods courses. This course explores both K-12 and higher education in America, with some international comparison. The education system in our society is a Janus faced institution full of paradox and inconsistency. It is both a great culprit of reproduction of inequality, and the greatest opportunity for upward mobility. It is both a tool of social control and of individual empowerment. It is a vehicle of structural oppression and enlightening opportunity. This course will require deep analytical insight and constant reflection on readings that, while mostly accessible, are not easy. Upon completion, you will understand the education system in America better, and hopefully avoid both cynicism and naivety in regard to its virtues, vices, and potential for reform.

COURSE LEARNING OUTCOMES

- ✓ To understand the theoretical framework of the sociology of education.
- ✓ To grapple with a renowned and challenging set of thinkers shaping this tradition of sociological thought (primarily in the late 20th century and today).
- ✓ To further hone the capacity for critical thinking, deep reasoning, and the sociological imagination.
- ✓ To further develop the written and oral communication skills necessary for success in more advanced graduate study.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Required:

Arum, Richard, Irene R. Beattie, and Karly Ford (eds.). 2014. *The Structure of Schooling: Readings in the Sociology of Education, 3rd Ed.* Thousand Oaks, CA: SAGE. (I recommend renting it instead of purchasing it)

Tableau for Students: (<https://www.tableau.com/academic/students>) Download a copy onto your laptop.

COURSE SCHEDULE AND ASSIGNMENTS

Thought Cards (2pts each x 15 = 30pts total)

On 15 class sessions of your choice (that a reading was assigned), bring a 3x5 card with five or more key ideas, questions, or connections that you plan to mention during class time. The thought card must be complete and turned in at your time of arrival for credit. You must be present to turn one in. You cannot turn one in on days you do discussion leading or an article presentation.

Discussion Leading (5pts each x 3 = 15pts total)

On three separate days you will closely read one of the articles or chapters assigned and prepare a discussion guide. It will be two pages and include key ideas, life application, creative elements, and discussion questions. A specific template is posted on Canvas.

Article Presentations (5pts each x 3 = 15pts total)

These are similar in format to the discussion leadings above, except that you are presenting material that you chose that was not assigned to the class. This is your opportunity to expand the course content to touch topics closer to your personal interests in the sociology of education. You will select one peer-reviewed journal article to summarize and lead a 5-10min discussion about. The article must come from either: *Sociology of Education* or must be about K-12 or higher education from the *American Sociological Review (ASR)*, *Annual Review of Sociology (ARS)*, *American Journal of Sociology (AJS)*, or *Social Forces* and be less than 10 years old, but exceptions include highly cited milestone articles. Peer-reviewed journal articles from other journals must be pre-approved.

Data Visual (20pts)

For all intents and purposes, this is your final, even though it is due earlier in the semester. You will use a high quality dataset (e.g. GSS, College Scorecard, IPEDS) and create a data visual presenting the data using Tableau data visualization software. This ability will be an incredibly marketable skill, and Tableau is very intuitive. Examples of what your final product will look like can be seen in the Tableau public gallery (<https://public.tableau.com/en-us/s/gallery>). You will turn in both a pdf version and a link to your interactive online version. Install the free student version of the software and watch the tutorials. Additional instruction will be given in class.

Education Systems Jigsaw (10pts)

You will pick one section of the U.S. educational system that interests you and research how it functions. Then you will give a 10min class presentation with slides and a 1-2pg handout teaching the class the inner workings of the system you chose. Examples could include the history of the community college system, the AP class system, college admissions, school vouchers, charter schools, continuation schools, Title IX, college athletics, state funding of public grade schools, programs like Headstart, KIP, or Teach for America, etc. Become an expert in one small section of the education system. Between all of our presentations we will learn a lot about a very complex social institution.

Policy Proposal (10pts)

You will turn in a 2-3 page piece of model legislation to improve something in the education system. You must identify if your legislation is targeted to the district, county, state, or federal level. Is it through a ballot initiative or traditional legislative process? Is it specific to a specific state or region? Include an additional page answering: Who are likely to be the proponents and opponents of your legislation? What would it likely take to get your piece implemented in real life? You will pass out copies of your legislation to class and give a 5-10 min presentation about it with slides.

ASSESSMENT AND GRADING

<ul style="list-style-type: none">• Thought Cards 30%• Discussion Leading 15%• Article Presentations 15%• Data Visual 20%• Education Systems Jigsaw 10%• Policy Proposal 10%	A=93-100 A-=92-90 B+=87-89 B=83-86 B-=80-82 C+=77-79	C=73-76 C-=70-72 D+=67-69 D=63-66 D-=60-62 F=0-59
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DATE PRESENTED	CLASS CONTENT OR ASSIGNMENT	ASSIGNMENT DUE DATE
1/12/17	Course Introduction, Intro to College ScoreCard & Endowments	Syllabus
1/17/17	1. Marx, Excerpt From Communist Manifesto: 2. Weber, Rationalization of Education & Training	Canvas & Chpt. 1
1/19/17	Durkheim, On Morality and Discipline in Education	Chpt. 8
1/24/17	Randall Collins, Functional & Conflict Theories of Ed Strat	Chpt. 10
1/26/17	Bowles & Gintis, The Long Shadow of Work	Chpt. 11
1/31/17	Turner, Sponsored and Contest Mobility & the School System	Chpt. 3
2/2/17	Rosenbaum, Tournament Mobility	Canvas
2/7/17	Introduction to Tableau, IPEDS, and GSS (bring laptop)	Install Tableau, Watch Intro
2/9/17	Stevens, Armstrong, & Arum, Sieve, Incubator, Temple, Hub	Canvas
2/14/17	Willis, Learning to Labor	Chpt. 22
2/16/17	Bourdieu, Types of Capital; Lamont & Lareau, Cultural Capital	Canvas & Chpt. 6
2/21/17	Khan, Privilege; Rivera, Pedigree	Chpt. 12 & Canvas
2/23/17	Davis & Binder; Binder, Davis, & Bloom; Career Funneling	Canvas
2/28/17	Hamilton & Armstrong, Paying for the Party	Chpt. 41
3/2/17	US Education System Jigsaw	US Ed System Jigsaw Due
3/7/17	Spring Break – No Class	
3/9/17	Spring Break – No Class	
3/14/17	Tyson, Acting White	Chpt. 17
3/16/17	Lareau, Invisible Inequality	Chpt. 23
3/21/17	Pascoe, Bullying & Gender	Chpt. 36
3/23/17	Data Visualization Presentations	Data Visualization Due
3/28/17	Binder & Wood, Becoming Right	Canvas
3/30/17	Meyer, Education as an Institution	Chpt. 44
4/4/17	Brint & Karabel, Community Colleges & American Social Order	Chpt. 45
4/6/17	Arum, School Discipline	Chpt. 46
4/11/17	Stevens, Creating a Class	Chpt. 47
4/13/17	Easter Break – No Class	
4/18/17	Hallett, Inhabited Institutionalism	Canvas
4/20/17	Grad School and Careers in Education	
4/25/17	Education System Documentary	
4/27/17	Present Policy Proposals	Policy Proposal Due
5/2/17	Final Exam Period	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.