EPS/Sociology 648: Sociology of Education

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SYLLABUS
Last Updated 7/29/2011 2:54 PM

Contact Information

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Class Time and Location

Tuesdays and Thursdays 2:30 pm- 3:45 pm
1270 Grainger Hall

Course Description

In this course students will develop a sociological understanding of education. Using both theory and empirical evidence, we will investigate questions about the role of schooling, the social structure of schools, stratification processes within and between schools, and the outcomes of education. The purpose is to develop an ability to analyze educational processes and practices through an approach that incorporates both individuals and institutions—a sociological lens.

Course Goal

The successful student will gain an understanding of how the discipline of sociology can help us to understand schools and schooling.

Course Format

This class will include lectures, Powerpoint presentations, class discussions, small-group work, movies/videos and debates. Please know that I have a very direct teaching style. I enjoy interaction with students and encourage you to express opinions and ask questions during my lecture. If at any time during the semester you have concerns or suggestions about the format of the class, or how I communicate material, please raise them during office hours, so that I have the opportunity to adjust the course to reflect the needs of students’ learning styles.
Course Requirements and Grading

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Pop Quizzes</td>
<td>N/A</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10/18</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>12/17</td>
<td>35%</td>
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<tr>
<td>Term Paper</td>
<td>12/21</td>
<td>30%</td>
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Assignment Descriptions:

1. **Exams.** The Midterm will cover readings from 9/13-10/11. The Final will cover readings from the second half of the semester, but may include some concepts from the first half of the semester that are relevant to later readings. The format for each will be a mix of short answer and essay. On exams you will be required to support your statements with discussions of specific research articles by specific authors; generalizations not supported by evidence will not be accepted. Books and notes may not be used for these in-class exams.

2. **Term Paper.** This may be an empirical paper (testing a hypothesis relevant to an issue discussed during the course), a research synthesis (such as you would write for the Annual Review of Sociology), or a research proposal (which is most appropriate if you are working towards a dissertation proposal). Choose an education topic (e.g. on schools, schooling, teachers, students, etc) that you’d like to understand better, and where you think sociology can help you. For undergraduates, the term paper is to be approximately 10 word-processed, double-spaced pages, and should include 5-10 references drawn from academic sociology literature published in peer-reviewed journals. To start, you might look at the supplemental reading list for ideas. For graduate students it is to be approximately 15 pages, and include 10-15 citations. The term paper will be due in my mailbox by 12 pm on Wednesday December 21st. Please also email me a copy of your paper by that time. Unexcused late papers will be docked one grade per day late.

I highly recommend that at least three weeks before the paper is due you email me your list of sources for your term paper, so that I may approve them and/or guide you to other appropriate sources.
3. **Pop Quizzes.** Periodically, I will give a pop quiz at the start or end of a class. You will not have advance warning. Quizzes will consist of 1-4 short-answer questions, and they are **closed book, closed note quizzes.** There will be **12 quizzes given throughout the semester.** They will be graded on a scale of 1-10. You must take at least 9 of these quizzes. I will drop the 3 lowest grades, which will either be the 3 lowest grades you earned if you took all 12 quizzes, or will be 3 of the 0s for when you **missed a quiz.** The purposes of these quizzes are threefold: a) to ensure your attendance throughout the semester; b) to make certain you are keeping up with the reading and taking notes; and c) to track your learning throughout the semester. I will also use them to identify areas where we need to further explore or review material.

**Outside Class Extra Credit:** Attend talk by Barbara Schneider at WISCAPE conference on OCTOBER 11, from 12:00-1:15 pm in Educational Sciences Rm 259. Write a 2 page summary to prove you attended, and this will exempt you from one quiz (I will add one quiz with a score of 10 to your total number of quizzes).

**Late Policy / Make-up Exams:**
Please do not be absent on a day that assignments are due or on days we have exams. In general, there are no make-up exams or assignments. If you do miss an exam due to a serious illness or injury, please contact me or have someone contact me on your behalf as soon as possible. Assignments submitted late (after the day that they are due) will only receive partial credit.

**Course Website**
I will be utilizing Learn @ UW in order to post your grades as the semester progresses. Please also check the site regularly for course updates, changes to the syllabus, paper examples, etc.

**Plagiarism**
Plagiarism, in any and all of its forms, will not be tolerated. The use of any outside materials in the term paper must be properly cited, preferably in APA style (i.e. you must include the author, year, title, publisher, and city of publication for all references). Please be especially careful in your use of material acquired on the Internet. Any student found to have plagiarized the work of others will be dealt with appropriately.

**Special Accommodations**
I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. I will try to maintain the confidentiality of the information you share with me. Students with special needs are encouraged to contact the McBurney Disability Resource Center, 905 University Avenue (263-2741), for information concerning campus disability-related policies and services.
Required Books


These books are available at Underground Textbook Exchange (664 State St) and are on reserve at CIMC (in the Teacher Education Building).

Required Articles

Articles are on electronic reserve at CIMC and can be accessed through My UW (Click on the Academic tab, this course will have a Library/Reserve link next to it). It is your responsibility to print and read these articles prior to the assigned class. I have chosen to make use of an electronic reader, rather than a paper coursepack because of copyright restrictions and due to the high prices of paper coursepacks. I strongly suggest downloading sets of readings at the start of the semester. If this presents a significant problem for you, please let me know ASAP and we can make other arrangements. If you have difficulty downloading readings, please notify me in advance of the class in which the readings will be used, so that I can get them to you in time.

Supplemental Reading

I have included a list of recommended reading at the end of the syllabus, for use in your term papers and for those of you preparing for doctoral work in sociology.

Occasionally, I will post recommended readings on the Learn @ UW website under “Content” so that you may access them. These are supplemental, not required.
HOW CAN THE SOCIOLOGY OF EDUCATION HELP US UNDERSTAND EDUCATION?

T (9/6)  Introduction to Course


WHAT IS EDUCATIONAL EQUALITY? EDUCATIONAL INEQUALITY?


HOW MIGHT WE THINK ABOUT EDUCATION AND ITS ACTORS?


WHAT HELPS STUDENTS SUCCEED (OR FAIL) IN SCHOOL?


T (10/4)  CLASS CANCELLED DUE TO ROSH HASHANAH


T (10/11)  MIDTERM

R (10/13)  CLASS CANCELLED DUE TO YOM KIPPUR

HOW DO SCHOOLS AND FAMILIES SHAPE SCHOOLING OUTCOMES?


HOW DOES RACE MATTER FOR STUDENTS AND SCHOOLS?


HOW DOES GENDER MATTER FOR STUDENTS AND SCHOOLS?


HOW DO SCHOOLS AND FAMILIES SHAPE SCHOOLING OUTCOMES? (CONTINUED)


OR


R (11/17) VIDEO: THE COLLEGE TRACK (segment on high schools)


Metz, Mary. 1978. Classrooms and Corridors: The Crisis of Authority in Desegregated Schools. Berkeley: University of California Press. Chapters 1 (The Schools of Canton, pp.3-14), 6 (Classroom Interaction, pp. 121-140), and 7 (The Problem of Order in the School at Large, pp. 147-167).

WHAT SHOULD SCHOOLING LEAD TO?


HOW CAN WE THINK ABOUT CHANGING SCHOOLS AND WHAT THEY DO?


FINAL EXAM—SATURDAY DECEMBER 17, 2005. 7:45 AM—PLACE TBA
SUPPLEMENTAL READING LIST


Tracking, Students’ Effort, and Academic Achievement


Lucas, Samuel and Aaron Good. 2001. Sociology of Education. 74(2). “Race, Class, and Tournament Track Mobility.”


Dauber, Susan et al. 1996 Sociology of Education. “Tracking and Transitions through the Middle Grades: Channeling Educational Trajectories.” 69(4)


