**COURSE OUTLINE**

**SOC 2380: Sociology of Education**

**Credit Hours: 3 credit hours**

**Prerequisites: Any 1000-level SOC course or PSY 1101**

**COURSE DESCRIPTION:**

Examines the social influences on education and the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. Focus is on the history, philosophy and the role of education as well as the responsibilities of teachers, school administrators and other professional staff, students, parents, and community members with regard to education. Emphasizes the importance of productive relationships and interactions among the school, home, and community.

**GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS:**

1. **SKILLS/Inquiry/Analysis**: Develop scientific reasoning and logical thinking. *Assessment Methods:* Class discussions, teamwork, writing assignments.

2. **SKILLS/Communication**: Strengthen communicate in diverse settings and groups, using both reading and writing, oral (both speaking and listening), and visual means. *Assessment Methods:* Combination of class discussions, oral presentations, small group work, writing assignments.

3. **VALUES, ETHICS, RELATIONSHIPS / Professional/Personal Development**: Understand and apply values, respect, creativity, teamwork, and diverse perspectives in personal, civic, and cultural/global domains. *Assessment Methods:* Class discussions, teamwork, writing assignments.

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS:**

1. Recognize links between the theories and methods of sociology of education.
2. Understand the stratified nature of education design, practice, and outcomes as systematically linked to a racially diverse, hierarchical and economically unequal social order.
3. Recognize the structure and main components of educational processes and institutions.
4. Distinguish the perspectives on educational thinking, practice, and effects available from sociology from those provided by other disciplines.
5. Trace the embeddedness of educational processes and institutions in social and historical contexts.
6. Identify social reasons for the diversity of educational practices, forms, and their effects.
7. Learn to conduct research at a formal learning site, observe its form, practices, technologies, social relationships, and create an analytical account of reasons for its particular characteristics in sociological terms, using course texts as exemplars and inspiration.

*Assessment methods:* Combination of class discussions, oral presentations, small group work, writing assignments.

**COURSE TEXTS:**

Arum, Richard, Irenee R. Beattie, and Karly Ford (2015), *The Structure of Schooling: Readings in the Sociology of Education.* 3rd ed. Thousand Oaks, CA: Pine Forge Press.

Additional readings will be assigned to supplement lectures, discussions, and assignments.

**COURSE ACTIVITIES AND REQUIREMENTS:**

The content, activities, and outside work for this course are all designed to contribute to student ability to achieve the previously described objectives. The delivery system for the attainment of these objectives consists of a varied group of activities, including:

1. **Instructor lectures, class discussions, and frequent in-class group work**

These components complement and reinforce one another. They have been chosen to help students understand the content of course ideas and apply them to topics in the real world and research papers.

1. **Reading assignments**

Each class session will address a set of concepts drawn from readings. To do well in this course students will have to come prepared to discuss and completed assignments based on readings.

1. **Professionalism/participation** (attendance & class contributions)

Attendance and participation in course activities are key to successful completion of the course. According to the Social Science Department policy, each faculty member sets their own attendance and lateness policy that is in compliance with City Tech and CUNY policies.

1. **Writing assignments**

There will be up to 60 one-page article summaries required. Due dates for these written assignments appear on the schedule. The course may also require students to prepare and write a research paper.

1. **Midterm and final examinations**

These examinations are designed to evaluate your acquired competencies in all stated course objective areas.

**METHOD OF EVALUATION:**

Student final evaluation will be based upon the documented attainment of each of the course activities and requirements previously identified. These areas and their designated percentage values are as follows:

**Activity % of final grade**

Article Summaries and/or Other Writing Assignments . . . . . . 60%

Class Participation . . . . . . . . . . . . . . . . . . . . . . . 10%

Midterm Exam . . . . . . . . . . . . . . . . . . . . . . . . 15%

Final Exam . . . . . . . . . . . . . . . . . . . . . . . . 15% 100% Total

**FINAL GRADE SCALE:**

|  |  |  |  |
| --- | --- | --- | --- |
| 93 – 100 = A 90 - 92.9 = A- | 87 - 89.9 = B+ 83 - 86.9 = B 80 - 82.9 = B- | 77 - 79.9 = C+ 70 - 76.9 = C  | 60 - 69.9 = D 0 - 59.9 = F |

**COURSE SCHEDULE:**

**Week 1: Introductory Concepts in the Sociology of Education**

Overview of Sociology of Education

 Social Structure

 The School

 The Individual

The Sociological Perspective

 The Sociological Imagination

 The Origins of Sociology

 The Importance of a Global Perspective

The Social Conflict Approach

The Functionalist Approach

The Social-Interactionist Approach

 Social Class

 Race and Ethnicity

 Gender Inequalities

#### Week 2: States of American Education

Historical Overview

 Educational Movements

 Education Reforms

Social Values and Controls

Organizational Aspects of Education

 Governance

 Financing

Education and Civil Society

Inclusion Policies

 Compulsory Education

 Desegregation

 Affirmative Action

#### Weeks 3 and 4: Social Conflict Approaches

The Achievement Gap

 Class and Socio-economic Causes

 Race and Ethnicity

 Gender

 Ability

 Age

Karl Marx and Capital

The Reproduction of Inequalities

#### Week 5: Attainment and Ethnic/Racial Inequalities

Inclusion through the Curriculum

 Special Education

 Language: English as a Second Language Education

Culturally Relevant Education

Debates about Intelligence

 Literacy

 Illiteracy

 Varying Forms of Literacy

Race/Ethnicity and Social Mobility

 Double-Consciousness

 Multiculturalism

**Week 6: Identity Construction in Schools**

*Guest lecture on child development from a psychological perspective*

Symbolic-Interactionism

 Looking-Glass Self

Social Construction of Childhood and Gender

Social Construction of Prestige

 Social Roles

 Social Norms and Values

Sociology of Family

Anette Lareau

 Unequal Childhoods

####  Week 7: Rationalization and Technologies in Education

*Guest lecture on technological innovations and technology use in education*

Rationalization in Education

 Max Weber

 Standardization

 Tests

 Evaluations

 Curriculum

Sociology of Science and Technology and the Use of Classroom Technologies

 Automation

 Online Learning

Impact of the New Media on Learning

**Week 8: School as an Organization**

*Guest lecture on institutional and organizational aspects of American schools*

Social Embeddedness of Education

 Community

 Urban Inequalities

 Urban/Rural Divide

Learning Environments

 Class Sizes

 Curriculum Content

 Learning Styles and Approaches

Managing Crises

**Week 9: Deviance in School**

Social Theories of Deviance

 Labeling Theory

 Control Theory

 Merton’s Strain Theory

Managing Deviance

Criminal Justice System

Violence (and Safety) in Education

**Week 10:** **Hidden Curriculum**

Formal and Informal Education

 Emile Durkheim

 Socialization Theory

The Forms of Capital in Education

 Pierre Bourdieu

 James S. Coleman

 Social Capital

 Cultural Capital

 Habitus

Alternatives to Formal Curriculum

**Week 11: Religion and Education**

Sociology of Religion

 Overview of Religious Movements

 Culture Wars

Teaching Sciences

 Challenges

 Developing Curriculum

#### Week 12: Transitions from School to Work

Social Mobility

 Types

Sociology of Labor

 Changing Labor Conditions and Politics

Interactions between High Schools and Labor Markets

Life Course

Stages

Aging

Cohorts

Demographic Trends

#### Week 13: Trends in US Education

Private Schools vs. Public Education

Homeschooling

Charter Schools

Teachers’ Education

 Teacher Unions

**Week 14: Education in Global Perspective**

Sociology of Development

World Systems Theory

Development Theory

Education in Developing World

Universal Education and Mass Schooling around the World

**Week 15: Course Review and Final Exam**

Future developments

Challenges

Solutions

Resources

Mentorship

Additional opportunities

**NEW YORK CITY COLLEGE OF TECHNOLOGY ACADEMIC INTEGRITY POLICY:**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audiences and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the Policy on Academic Integrity may be found in the catalog.

**STATEMENT ON STUDENTS WITH DISABILITY:**

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Center for Students Accessibility (CSA). Prior to granting a disability accommodation in this course, the instructor must receive written verification of a student’s eligibility from CSA, which is located in Room A-237 (<http://www.citytech.cuny.edu/accessibility/>). It is the student’s responsibility to initiate contact with the CSA staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**USE OF PHONES AND PAGERS:**

All cell phones and pagers will be in a silent ring mode or turned off. The only exceptions will be law enforcement, fire protection, medical personnel, or persons on active duty or recall within the military. Proof is required. See me for other exceptions. You will be required to leave the room to answer any call and must not disturb the class in any way. Points will be deducted from your total points in the class for each violation of this rule.